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</table>
Welcome from Interim Superintendent Jane Belmore

Dear Parents and Guardians,

Welcome to the 2012-13 school year. I am pleased to return to the MMSD this year to serve as the Interim Superintendent. A new school year brings the excitement of learning, growth and change to children, and adults alike. Teachers, principals and all of us who support the learning and growth of your child, and each child in the district, are looking forward to the new school year. We are committed to do all that we can to make the school year a successful one for your child. Working with you, we know we can make this happen.

The following are things that each of us can do to help your child do well in school:

1. Have high expectations for your child. When we believe children can do well, they more often than not, will.
2. Support your child’s learning at home and at school.
3. Partner together and develop good communication habits. When we work together, greater things can happen for your child.

If you have questions about your child’s education, contact your child’s teacher. If more help is needed, your child’s principal is available to assist you.

We intend to nurture a love of learning by respecting the gifts of each child. We will do all we can to ensure your child develops well both as a learner and as a citizen of our democracy.

We hope you had a delightful summer and we truly look forward to the start of the new school year. Thank you for the opportunity to serve your child. Let’s have a great school year!

Sincerely,

Jane Belmore,
Interim Superintendent of Schools
Academic Accommodations for Religious Beliefs
(BOE Policy 4039)

1. The District shall provide for the reasonable accommodation of a pupil’s sincerely held religious beliefs with regard to all examinations and other academic requirements. Upon determining that there is a need for an accommodation under this Policy, the pupil’s school will provide a reasonable means by which a pupil exercising his/her sincerely held religious beliefs will be permitted to make up an examination or other academic requirements at another time or by an alternative means without prejudicial effect. Under no circumstances shall a teacher deduct points or lower a grade on a test, assignment or other class requirement merely because a student has requested and received an accommodation pursuant to this policy.

2. Any staff member who receives or becomes involved, on a need-to-know basis, in responding to a request for an accommodation under this policy, or in responding to any formal complaint, shall treat the request/complaint as a confidential matter involving pupil records.

3. A pupil or parent or guardian of a minor pupil with a need for an accommodation under this Policy shall be permitted to seek such an accommodation by directly contacting either the relevant classroom teacher(s), the building Principal, an Assistant Principal, or a Principal-designee. Excluding unexpected emergencies and conflicts that cannot reasonably be identified in advance, a request for an accommodation shall be submitted (generally, in writing) in advance of the date of the exam or the due date of any other academic requirement. If, for any reason, a resolution offered by a classroom teacher is considered unsatisfactory, the pupil or parent or guardian of a minor pupil may involve the Principal, Assistant Principal or Principal-designee at any time. Any Principal, Assistant Principal or designee receiving such a request shall work with necessary staff to determine and implement an appropriate resolution. In any case where a request is first submitted verbally, the school may require the parent/guardian (or adult pupil) to place the request in writing to create appropriate documentation. Any written request for an accommodation shall be treated as a confidential pupil record.

4. If the pupil or parent/guardian is not satisfied with the resolution proposed by the pupil’s school, or otherwise has an unresolved concern arising under this Policy, the pupil or parent/guardian may file a formal complaint with the District. This Policy incorporates the complaint procedure identified in Board Policy/Procedure 8012. Any complaint of a pupil or parent or guardian of a minor pupil arising under this Policy may be filed and appealed as provided in Board Policy/Procedure 8012 with respect to student discrimination complaints arising under ch. PI 9 and Wisconsin Statute § 118.31.

5. Annual written notification of this Policy and the related Complaint procedure shall be provided to all pupils, the parent or guardian of minor pupils, and instructors.

6/08/2009
**Anti-Bullying Policy (BOE Policy 4510)**

The Madison Metropolitan School District strives to provide an environment where every student feels safe, respected and welcomed and where every staff member can serve students in an atmosphere that is free from significant disruptions and obstacles that impede learning and performance. Bullying can have a harmful social, physical, psychological and/or academic impact on students who are the victims of bullying behaviors, students who engage in bullying behaviors and bystanders that observe acts of bullying. The School District does not allow bullying behavior toward or by students, school employees or volunteers on school/District grounds, at school/District-sponsored activities or on transportation to and from school or school/District-sponsored activities.

**Defining Bullying Behavior:**

1. Bullying is the intentional action by an individual or group of individuals to inflict physical, emotional or mental harm or suffering on another individual or group of individuals when there is an imbalance of real or perceived power. Bullying behavior creates an objectively hostile or offensive environment. Such an environment may cause, or be likely to cause, negative and harmful conditions such as the examples in the list below:

   a. Places the individual in reasonable fear of harm to oneself or one’s property.
   b. Has a detrimental effect on the individual’s personal, physical, emotional or mental health.
   c. Has a detrimental effect on the individual’s academic performance.
   d. Has the effect of interfering with the individual’s ability to participate in or benefit from any curricular, extracurricular, recreational, or any other activity provided by the school.
   e. Creates an environment that intimidates, annoys or alarms another individual without legitimate purpose.

2. Bullying behavior may be motivated by an actual or perceived distinguishing characteristic such as, but not limited to, an individual’s sex, race, national origin, ancestry, religion, creed, pregnancy, marital or parental status, sexual orientation, gender identity, gender expression or disability.

3. Bullying behavior can be physical, verbal, non-verbal, indirect or direct. Bullying can occur, for example, in situations involving personal contact, and also electronically, in writing, or by using other persons as intermediaries. Bullying often, but not always, involves repeated behavior. Examples of bullying behavior include but are not limited to the following:
   - Hitting, pushing, kicking and other acts that physically hurt another person
   - Spreading negative rumors about or falsely accusing another person
   - Excluding someone from a ‘group’
   - Threatening another person
   - Manipulating friendships
   - Posting or sending mean-spirited messages about someone using phones, electronic mail, websites, blogs, etc. (also known as cyber-bullying)
   - Organizing others to threaten, tease, or exclude a targeted individual

4. “Electronic” (or “electronically”) is defined as any communication involving the transmission of information by wire, radio, optical cable, electromagnetic or other similar means. “Electronic” includes but is not limited to communication via electronic mail, internet-based communications, pager service, cell phones and text messaging.
5. “Personal Contact” is defined as an encounter in which two or more people are in visual or physical proximity to each other and is not limited to physical contact.

6. “Volunteer” is defined as anyone who has regular, significant contact with students in the school setting or during school related activities.

**Prohibiting Bullying Behavior:** Bullying is prohibited on all school and District grounds and in all school and District buildings; at all school and District-sponsored activities; and on all vehicles used for transportation to and from school and school-sponsored/District-sponsored activities. It is the intent of this Policy that bullying behavior is prohibited in all educational environments, regardless of whether the facility/location is owned, leased, or otherwise used or provided by the School District. Educational environments include, but are not limited to, every activity under school supervision. Students who engage in bullying behavior in violation of this Policy or in retaliation against an individual for reporting bullying behavior shall be subject to school disciplinary measures consistent with MMSD policies and procedures up to and including suspension and/or expulsion.

**Reporting Bullying Behavior:** The prohibition against bullying and the MMSD “Report of Bullying Incident” form shall be included in student handbooks, employee orientation or training materials/handbooks, and District and school websites.

**Reporting by Staff and School Officials:** Staff or other school officials shall submit a report of bullying under this paragraph any time (1) a student or parent/guardian presents the staff member/official with a report clearly identified as a report of bullying under this Policy; (2) the staff member/official has knowledge of repeated behavior or any pattern of behavior by an individual (or group of persons) that is prohibited by this Policy (i.e., premised on an imbalance of real or perceived power and intended to inflict physical, emotional or mental harm or suffering (including fear or intimidation) on another person); or (3) the staff member concludes that a student is being subjected to behavior that is physically, emotionally or mentally harming the student and is prohibited by this Policy. Unless impractical, reports made under this paragraph shall be in writing and should generally be provided on the same day the bullying behavior was observed or that the staff member/official becomes aware of the bullying behavior. For all school-based personnel, the report required by this paragraph should be provided directly to the school’s Principal or an Assistant Principal assigned to the school unless the Principal has expressly identified another staff member to also be a recipient of such reports. For staff and officials not based in a school, such reports should be provided to a building Principal when the incident is tied to a particular school or to the head administrator in the staff member’s/official’s Department. Written reports are preferred, but if it is necessary to make a verbal report, the individual making the report should be clear that he/she is reporting bullying behavior under this Policy. It is understood that the reporting required by this paragraph requires a degree of judgment, and that there will be instances where a reasonable person holding a given position may, or may not, recognize a specific situation as involving behaviors prohibited by this Policy. However, it is the intent of this paragraph that no staff member/official may, by failing to submit a report, exhibit deliberate indifference to harm created by bullying behaviors of which they have knowledge.

**Reporting by Students, Parents/Guardians, and Other Persons:** Students, parents or guardians, and other persons are encouraged to make a verbal or written report regarding conduct they consider to be bullying. Written reports may be made on the form entitled “Report of Bullying Incident” and turned into any teacher, Student Services staff or administrator. Verbal reports of bullying under this Policy should be clearly identified as reports of bullying under this Policy and presented to a school-based administrator (such as a Principal or Assistant Principal), an Assistant Superintendent, or the head of any MMSD Department. The individual receiving a verbal report shall promptly document the complaint on the “Report of Bullying Incident” form. The written report shall be forwarded to the designated school administrator for investigation of the complaint.

**Confidentiality of Reports of Bullying:** A person making a report of bullying behavior may request that his/her identity remain confidential. While the District cannot guarantee absolute confidentiality in all circumstances, such as in a case where disclosure is necessary to alleviate a
health or safety emergency, it is the District’s policy to adhere to such a request to the extent possible. The District will notify the individual if the District determines that it is not possible to proceed on a confidential basis. In addition, the District will maintain the confidentiality of the report and any related pupil records in a manner consistent with applicable law.

If a victim/target of bullying behavior requests that his/her identity not be disclosed in connection with any investigation of the alleged bullying behavior, the Principal and/or other assigned administrator/investigator shall discuss with the student and his/her parent/guardian how such a request may affect the District’s ability to investigate and/or resolve a given situation.

**Anonymous Reports:** Anonymous reports of bullying will be reviewed and reasonable action shall be taken to address such reports, consistent with the reliability of available information and taking into account the due process rights of the individual alleged to have committed the acts of bullying.

**Investigating Bullying Behavior:** Under the direction of a school administrator, all reports of bullying under this Policy shall be investigated and a written report of the investigation shall be prepared. Investigations shall begin promptly and should generally begin by contacting the identified victim(s)/target(s) of the bullying. The report of the investigation shall identify key facts about the incident, state a determination as to whether acts of bullying were verified, and identify recommendations for intervention, including disciplinary action if appropriate. In addition, the report shall identify steps taken to assist the target/s of the bullying.

Parents and/or guardians of each student involved in the bullying incident shall be notified prior to the conclusion of the investigation.

When acts of bullying are verified, the administrator investigating the incident shall implement the appropriate interventions as outlined in the MMSD Student Code of Conduct and document them in Infinite Campus.

**Intervening with Students Who Engage in Bullying Behavior:** Schools must create a culture in which bullying is not tolerated. Students must be supported and encouraged to report harassment and bullying and to assist peers who are bullied. Victims of bullying must be provided with tools to empower them to overcome the negative effects of bullying. Students who engage in bullying behavior must be held accountable for their actions and steps to achieve this include: (1) teaching new skills for communication and empathy, (2) communicating with parents/families, and (3) providing appropriate, incremental consequences and interventions.

The following steps provide a process that shall be used by the Principal or designee to intervene with the student who engages in bullying behavior as well as the student who is the target of bullying behavior:

**Step 1**
- Meet with student who engaged in bullying behavior
- Determine the underlying cause of behavior, if possible
- Warn the student of the consequences if bullying behavior continues
- Notify the student who engaged in bullying behavior that retaliation is prohibited and will lead to further consequences/interventions
- Outline plan for teaching positive communication and empathy-building skills
- Notify parent/family and teachers of student who engaged in bullying

**Step 2**
- Support student who was target of bullying by explaining reporting practices, creating a safety plan as appropriate and identifying staff who can provide assistance as needed
- Notify parent/family and teachers of student who was target of bullying behavior and discuss interventions to protect targeted student

**Step 3**
• Document the incident and appropriate Code of Conduct violation as well as the resolution in Infinite Campus

Step 4
• Follow up in a timely manner with student who engaged in bullying behavior to assess progress
• Follow up in a timely manner with student who was target of bullying behavior to ensure no new incidents of bullying have occurred

Step 5
• Implement school disciplinary measures consistent with MMSD policies and procedures up to and including suspension and/or expulsion when incidents of bullying are repeated and student does not respond to interventions.

7/12/10
Report of Bullying/Harassment Incident

Bullying is the intentional action by an individual or group of individuals to inflict physical, emotional or mental harm or suffering on another individual or group of individuals when there is an imbalance of real or perceived power. Harassment is defined as: Unwanted, deliberate, or repeated unsolicited comments (oral or written), gestures, graphic material, physical contacts, verbal/nonverbal or physical conduct directed to an individual because of his/her membership in a protected class.

Name of School: ____________________________

Date of Report: ____________________________

If you fear that you or another student is in IMMEDIATE danger, contact your building principal immediately. Please answer the questions honestly and specifically.

Person Reporting: __________________________ Grade: _______

What happened? Where did it happen? Who was involved/witnessed the incident?

Have you spoken to anyone about this incident? YES____ NO _____

If yes, who? ________________________________________________

Has this happened before?

Submit the completed form to your principal or a trusted staff member. The investigation of this report will begin promptly. This matter will be handled as confidentially as possible.

__________________________________________________________

Received by ___________________________ Date ______________________

Determination ___________________________ Date ______________________

5/11
Attendance Policy

Absence - Board Policy 4031

1. There are five recognized legal reasons for absence:
   a. If a pupil is ill to the extent that he/she is not in proper physical or mental condition to attend school;
   b. Observance of a religious holiday or participating in not more than 180 minutes of religious instruction per week;
   c. Upon a parent’s or guardian’s prior written permission, provided a child may not be absent for more than ten (10) days in a school year under this criteria and a student who is excused under this provision shall complete any course work that is missed during the absence; and
   d. If a child is excused in writing by his/her parent/guardian and by the principal of the school that the child attends for the purpose of the student serving as an election official. A principal may not excuse a student under this provision unless the student has at least a 3.0 grade point average or its equivalent.
   e. Good cause reasons as set forth below.

2. The following are good cause reasons for absences from school:
   a. Serious illness or medical condition of a member of the immediate family (when the student is definitely needed at home);
   b. Bereavement due to death in the immediate family;
   c. A student’s dental, doctor, chiropractor, psychologist or other medical appointment which cannot be scheduled at any time other than school time.
   d. Inclement weather.

PROCEDURE

Absence

The above are absences that the school will approve as excused absences. Any other absence may not be approved as an excused absence by the PRINCIPAL.

Whenever possible, the parent should discuss an excused absence prior to the absence.

The PRINCIPAL is responsible for confirming and determining in some cases whether the reasons for absences are valid. To that end, the PRINCIPAL and/or student services staff may ask for documentation. Except as otherwise provided by law and/or Board Policy, if a parent/legal guardian fails to cooperate with a school’s request to provide specific information about an absence, and/or if the PRINCIPAL believes the reason for the absence is not valid, the absence may be recorded as unexcused or changed from excused to unexcused. If a request of a parent is denied, the parent should be advised by the PRINCIPAL of the probable penalty for the absence.

118.15
118.155

7/17/06
Absence – From Specific Classes or Activities for Physical or Mentally-Related Problems

(Board Policy 4032)

Students who have physical or health problems may be excused from physical education or other activities on the recommendation of a physician. The problem of implementing restrictions is of concern to the schools, as the schools could be both legally and morally liable if a student with a disability were obliged to participate in school activities harmful to her or him.

1. The parent presents a physician's statement regarding the restrictions to be observed.
2. The nurse reviews the physician's recommendations with the PRINCIPAL or someone designated by the PRINCIPAL, and acts as a liaison between the school and physician to secure additional information, if needed, regarding the physician's recommendation.
3. The PRINCIPAL, or someone designated, informs the school staff concerned with restrictions ordered by the physician.
4. The nurse keeps a record of the physician's orders in her/his files and makes an entry of the physician's recommendations in the student's folder. The nurse shall alert the PRINCIPAL when a student on restrictions may resume a normal program.
5. The student excused from an activity shall present a physician's statement each school year. The nurse shall assume the responsibility for checking these annual excuses.
6. The PRINCIPAL shall be responsible for dealing with parent requests for temporary excuses from school activities due to health or physical disabilities.

10/19/87

Absence – Excused Absence for Physical or Mental Reasons

(Board Policy 4040)

The BOARD may excuse a student if the student is temporarily not in proper physical or mental condition to attend school or an educational program, but who can be expected to return to attend school or the program upon termination or abatement of the illness or condition.

s. 118.15(3)(a)

PROCEDURE

Excused Absence for Physical or Mental Reasons

1. The purpose of excusing a student from attending school or an educational program shall be to afford the student the opportunity to adjust physically, mentally, or emotionally to the school environment.
2. The PRINCIPAL or his/her designee shall request the parent or guardian of the student to obtain a written statement from a licensed physician, dentist, optometrist, licensed psychologist, licensed chiropractor, or Christian Science practitioner living and residing in this state, who is listed in the Christian Science Journal as sufficient proof of the physical or mental condition of the student.
   a. An excused absence under this Policy shall be in writing and shall state the time period for which it is valid.
   b. The time period for an excused absence under this Policy shall not exceed thirty (30) days.

s.118.15(3)(a) 8/26/02
Absence – Excused Absence for Good Cause
(Board Policy 4041)

The BOARD may excuse a student, with the written approval of the student's parents/guardian, for good cause.

PROCEDURE

Excused Absence for Good Cause

1. Good cause may not be based upon the student's disability.

2. Prior to the SUPERINTENDENT'S recommendation to excuse a student from school attendance for good cause, the following steps shall have been taken and documentation of those steps shall have been accomplished.

   a. A TEACHER or school staff member who has recognized the maladjustment or other apparent problem of the student shall advise the PRINCIPAL.

   b. The PRINCIPAL shall notify the parents or guardian, in writing, of the problems or maladjustment and shall use all reasonable means at her/his disposal to solve the problem with the parents/guardian and the pupil.

   c. The PRINCIPAL, if unable to solve the problems, shall request the assistance of the DIRECTOR OF STUDENT SERVICES.

   d. Staff members of the STUDENT SERVICES DEPARTMENT shall confer with the PRINCIPAL, SCHOOL STAFF, STUDENT, PARENTS or GUARDIAN to identify the problems and attempt to find an acceptable solution to the problems.

   e. If satisfactory solutions or acceptable progress has not been made at this point, the DIRECTOR OF STUDENT SERVICES may involve any community agency or agencies which may assist the student or parents/guardian.

   f. If satisfactory solutions have not been realized at this point, the DIRECTOR OF STUDENT SERVICES (with staff) and the PRINCIPAL (with staff) may structure a plan for excusing the student from attendance (Form SRO12 - EXCUSED FROM SCHOOL ATTENDANCE FOR GOOD CAUSE is initiated at this point).

      1) Written consent of parents or guardian shall be obtained.

      2) The PRINCIPAL and DIRECTOR OF STUDENT SERVICES shall make a joint recommendation to the appropriate ASSISTANT SUPERINTENDENT that the student be excused for good cause from school attendance.
Automated External Defibrillators (AED’s)

In cooperation with community partners, MMSD increased public access to automated external defibrillators (AEDs) in 2005 by installing AEDs in all of our district schools and buildings. This decision reflects the desire to make our schools safe for our students, staff, visitors and community groups using our buildings. The number of people suffering a sudden cardiac event is very small but increasing. Each year, more than 350,000 people die from sudden cardiac arrest most of them outside hospitals. Young athletes may be at increased risk when participating in athletic activities especially if they suffer a direct blow to the chest.

The AEDs are stored in cabinets which sound an alarm when opened. The alarm alerts everyone of a possible emergency. The AEDS are safe and easy to use. We expect that students will not tamper with the cabinets or AEDs.

Selected staff have been trained to perform cardiopulmonary resuscitation (CPR) and use an AED during regular school hours. After school hours, there may NOT be a school staff person to assist. We encourage individuals who are certified in CPR/AED use to call 9-911 from a school building, start CPR and access and use the AED if needed.

The district Health Services Coordinator should be notified anytime an AED is used outside of school hours.
## Attendance Area Chart

### Attendance Areas

#### East Area

<table>
<thead>
<tr>
<th>School</th>
<th>Phone</th>
<th>Principal</th>
</tr>
</thead>
<tbody>
<tr>
<td>Black Hawk Mid</td>
<td>204-4360</td>
<td>Sean Storch</td>
</tr>
<tr>
<td>O'Keeffe Mid</td>
<td>204-6820</td>
<td>Kay Enright</td>
</tr>
<tr>
<td>Sherman Mid</td>
<td>204-2100</td>
<td>Michael Hernandez</td>
</tr>
</tbody>
</table>

#### La Follette Area

<table>
<thead>
<tr>
<th>School</th>
<th>Phone</th>
<th>Principal</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sennett Mid</td>
<td>204-1920</td>
<td>Kendra Lowery</td>
</tr>
<tr>
<td>Badger Rock Mid</td>
<td>442-2990</td>
<td>Angie Crawford</td>
</tr>
<tr>
<td>Whitehorse Mid</td>
<td>204-4480</td>
<td>Deborah Ptak</td>
</tr>
</tbody>
</table>

#### Memorial Area

<table>
<thead>
<tr>
<th>School</th>
<th>Phone</th>
<th>Principal</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jefferson Mid</td>
<td>663-6403</td>
<td>Lee Korpela</td>
</tr>
<tr>
<td>Spring Harbor Mid</td>
<td>204-1100</td>
<td>Lea Esser</td>
</tr>
<tr>
<td>Toki Mid</td>
<td>204-4740</td>
<td>Nicole Schaefer/Diane Studevant</td>
</tr>
</tbody>
</table>

#### West Area

<table>
<thead>
<tr>
<th>School</th>
<th>Phone</th>
<th>Principal</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cherokee Mid</td>
<td>204-1240</td>
<td>David Watkins/Rick Reynolds</td>
</tr>
<tr>
<td>Wright Mid</td>
<td>204-1340</td>
<td>Angie Crawford</td>
</tr>
<tr>
<td>Hamilton Mid</td>
<td>204-4620</td>
<td>Hank Schmelz</td>
</tr>
</tbody>
</table>

#### Other Areas

<table>
<thead>
<tr>
<th>School</th>
<th>Phone</th>
<th>Principal</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gompers</td>
<td>204-4520</td>
<td>Sarah Chaja</td>
</tr>
<tr>
<td>Lake View</td>
<td>204-4040</td>
<td>Kristi Kloos</td>
</tr>
<tr>
<td>Lindbergh</td>
<td>204-6500</td>
<td>Elizabeth Fritz</td>
</tr>
<tr>
<td>Mendota</td>
<td>204-7840</td>
<td>Carletta Stanford</td>
</tr>
<tr>
<td>Hawthrone</td>
<td>204-2500</td>
<td>Beth Lehman</td>
</tr>
<tr>
<td>Lapham** (K-2)</td>
<td>204-4140</td>
<td>Tammy Thompson Kapp</td>
</tr>
<tr>
<td>Lowell</td>
<td>204-6600</td>
<td>Jacqueline Jolly</td>
</tr>
<tr>
<td>Marquette **(3-5)</td>
<td>204-3220</td>
<td>Pamela Wilson</td>
</tr>
<tr>
<td>Emerson</td>
<td>204-2000</td>
<td>Karen Kepler</td>
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<tr>
<td>Hawthrone*</td>
<td>204-2500</td>
<td>Beth Lehman</td>
</tr>
<tr>
<td>Lake View*</td>
<td>204-4040</td>
<td>Kristi Kloos</td>
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<td>Deborah Hoffman</td>
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<td>Midvale * ** (K-2)</td>
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<td>Van Hise</td>
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* Some elementary schools feed into two middle schools
** Paired Schools
* Nuestro Mundo is housed in the Allis School building

Updated 7/12/12
Census Verification and Family Information

Census Verification Form
Parents/legal guardians are reminded of the importance of the Census Verification which can be verified or updated on-line prior to the August enrollment date. Information on this questionnaire is very important, since it is the only way for school personnel to locate a student’s parent/legal guardian or alternative contact person in the case of illness or emergency.

Change Of Address/Phone
For your child’s safety, please inform the school whenever you have a phone or address change or if your alternative emergency contacts change. Please inform us if you will be temporarily out of town and your child will be staying with someone else.

Instructions for Family Information
The Madison Metropolitan School District believes that it is important for both parents/legal guardians to be informed about a student's progress. If your child does not live with both parents/legal guardians, we strongly urge you to provide the names of all persons with legal rights to information to the school so that we can communicate with them.

Follow these instructions for the family information section:
1. If parents/legal guardians live apart, fill out both sides of the household form, indicating which household is the primary household. If the parent/legal guardians live apart be sure to list both households when filling out the online household information piece of the registration or enrollment form
2. The primary household should be the household the student declares as primary household for enrollment purposes. The primary household is the household the student declares as primary household for enrollment purposes, this establishes the attendance area the student resides in.
3. The online registration and census form allow for additional contact people to be added, if the student has a secondary household that information can also be added. If someone other than the parent has rights to records it needs to be indicated on the form:
   a. LEGAL CUSTODY OF THE STUDENT and/or
   b. LEGAL ACCESS TO THE STUDENT’S RECORDS.
4. In addition to the people with legal custody or legal access to records, you may include the names of other adults or other student with whom the student lives. Please indicate the relationship of each adult to the student.

FOR EXAMPLE, if each of the following applies in a family situation:
• Parents/legal guardians are divorced; Parent filling out form should include the other parent as a secondary address either household or mailing.
• Student lives with mother and stepfather, mother would have to sign rights to records for stepfather to have rights.
The Madison Metropolitan School District prohibits all forms of unlawful discrimination and harassment in its educational programs and in all aspects of its employment operations.

Any student, parent, employee or resident of the District who believes that they have been harassed or discriminated against in violation of law or Board of Education policy may file a complaint with the District. The complainant shall sign a written complaint and file it with the Title IX/Affirmative Action Coordinator (Mr. Amos Anderson). The Title IX/Affirmative Action Coordinator is located at the District Administration Office, 545 West Dayton Street, Madison, WI 53703 (Telephone: 663-1530). The written complaint should be filed within 300 days after the alleged harassment/discrimination occurred or within 300 days of the last occurrence of an ongoing condition. Complaints filed outside of this time limit may still be addressed to the extent it remains possible to adequately investigate and determine the merits of the complaint. It is the District’s policy to keep the identity of the complainant confidential unless there are compelling reasons to disclose such identity (such as the inability to adequately investigate the complaint without identifying the complainant). The District also prohibits retaliation against a complainant and any witnesses during or after the presentation, processing, and resolution of a complaint. The Board of Education policy prohibiting discrimination and harassment (including discrimination and/or harassment occurring in either the educational or employment contexts) and setting forth the formal MMSD discrimination and harassment complaint procedure is reproduced below.

**Board of Education Policy and Procedure 8012**

**Policy-Prohibition Against Discrimination and Harassment**

1. With respect to employment and personnel operations, the Madison Metropolitan School District does not discriminate on the basis of religion, race, color, national origin, ancestry, age, sex, physical appearance, marital status, disability, arrest or conviction record, political belief, sexual orientation, gender identity, gender expression, less than honorable discharge, source of income or the fact that an individual is a student. Employees shall function in a harassment-free work environment (Title VII of the Civil Rights Act of 1964; Americans with Disability Act of 1990; §111.36 Wis. Stat.; Mad. Ord. 3.23).

2. a. With respect to educational programs, no person shall be denied admission to any District school, or be denied participation in, be denied the benefits of, or be discriminated against in any curricular, extracurricular, pupil services, recreational or other program or activity because of the person’s sex, race, national origin, religion, ancestry, creed, pregnancy, marital or parental status, sexual orientation, gender identity, gender expression or disability including physical, mental, emotional or learning disability (§118.13 Wis. Stat., Mad. Ord. 3.23).

   b. This policy also prohibits discrimination under related federal statutes, including Title VI of the Civil Rights Act of 1964 (race and national origin), Title IX of the Education Amendments of 1972 (sex), Section 504 of the Rehabilitation Act of 1973 (disability) and the American with Disabilities Act (ADA) 1990.

3. The Policy Statements in paragraphs 2.a and 2.b, above, expressly prohibit discrimination against students. Such policy statements of non-discrimination with regard to students include, but are not limited to, the following areas:
a. Admission or enrollment into any school, class, course, program or activity.
b. Interactions in the classroom, counseling, as well as with other support staff.
c. Standards and rules of behavior, including pupil harassment.
d. Disciplinary actions, including suspensions and expulsions.
e. Acceptance and administration of gifts, bequests, scholarships and other aids, benefits or services to pupils from private agencies, organizations or persons.
f. Instructional and library media materials selection policy.
g. Methods, practices, materials, attitudes and interpretations used for testing, evaluating and counseling pupils.
h. Facilities.
i. Opportunity for participation in athletic programs or activities.
j. School-sponsored food service programs.
k. Graduation requirements.

4. Harassment

a. The District is committed to the provision of a professional, harassment-free environment for employees, job applicants, students of the District, and to all persons who seek or receive services from the District or its contractors. The Board considers all forms of harassment, including hazing, to be unacceptable behavior because it undermines productivity in the work and academic environments, degrades, intimidates, isolates and is discriminatory. Harassment infringes upon the rights of all and creates a hostile environment for learning and working.

To ensure that all employees and students work and study in an environment free of all forms of harassment, the Board expressly prohibits harassment based on race, creed, color, sex, marital status, disabilities, religion, age, ancestry, sexual orientation, gender identity, gender expression, arrest/conviction record, association with a person with a disability, physical appearance, student status, political beliefs, less than honorable discharge and will take all the necessary steps to prevent such harassment from occurring. Any employee or student who engages in harassment will be disciplined by the appropriate authorities.

b. Harassment is defined as: Unwanted, deliberate or repeated unsolicited comments (oral or written), gestures, graphic material, physical contacts, verbal/nonverbal or physical conduct directed to an individual because of his/her membership in a protected class constitute harassment when this conduct:

(1) Has the purpose or effect of creating an intimidating, hostile or offensive working or educational environment; or
(2) Has the purpose or effect of unreasonably or substantially interfering with an individual's work or student's performance in school, including his/her performance in curricular, extracurricular, and nonacademic activities; or
(3) Otherwise adversely affects an individual's employment or a student's opportunities in curriculum, extracurricular, and nonacademic activities; or
(4) Submission to the conduct is made either explicitly or implicitly, a term or condition of an individual's employment; or a student's opportunity to obtain an education; or
(5) Submission to or rejection of the conduct by an individual is used as the basis for employment decisions affecting the individual or as a factor in decisions affecting the student's education; or
(6) Is sufficiently severe, persistent or pervasive that it adversely affects (1) a student's ability to participate in or benefit from an educational program or activity or (2) an individual's ability to work.

c. Examples of harassment may include but not limited to:

(1) Unwanted physical contact including touching, pinching and/or brushing the body.
(2) Indecent exposure, including lewd and lascivious behaviors.
(3) Persistent requests for social/sexual encounters and favors.
(4) Making inappropriate statements or jokes about students or staff because of their protected status, (e.g. gender, disability, sexual preference, race, religion etc).
(5) Basing a personnel decision on someone providing sexual favors, or someone protected status (e.g. ancestry, age, political beliefs, physical appearance, religion etc.).
(6) Displaying graphic, sexually explicit objects, posters or pictures that show adolescents, women, and racial minorities, people who have disabilities or students in a degrading or humiliating manner.
(7) Obscene gestures, nonverbal suggestive behavior (leering) or insulting sounds (whistling).

d. Any person who believes that he/she has been harassed may file a complaint with the Affirmative Action Officer of the District in accordance with the complaint procedure outlined below.

Procedures for Resolution of Complaints
1. Applicability
   a. Any employee, applicant for employment, student, parents or residents of the District who believes s/he has been discriminated against may file a complaint.
   b. Prior to the time a complaint has been filed, the Affirmative Action Officer may meet with any employee, applicant for employment, applicant for employment, parent, student, or District resident who believes she/he has been discriminated against. The purpose of such a meeting is to (1) explain this POLICY and PROCEDURE, and (2) provide information that is in the District's possession that the person is legally entitled to receive.

2. Filing of Complaint
   a. The complainant shall sign a written complaint and file it with the Title IX/Affirmative Action Officer (1) within 300 days after the alleged act(s) occurred or (2) within 300 days of the last occurrence of an ongoing condition. The Title IX/Affirmative Action Officer is Amos Anderson and his office is located at the District Administration Office, 545 W. Dayton Street, Room 221, Madison, WI 53703-1995 (Telephone: 663-1530 (V) or 204-0344 (TTY)) or e-mail: acanderson@madison.k12.wi.us.
   b. A complaint shall be deemed filed on the date received if delivered, or on the date postmarked if addressed by mail.
   c. The Title IX/Affirmative Action Officer shall send to the complainant a written acknowledgment of the receipt of the complaint as soon as is practicable, but within ten (10) working days.
   d. The Title IX/Affirmative Action Officer shall establish a complaint file. The file shall contain all documents pertinent to the complaint and its investigation. The file should include, but is not limited to, (1) the complaint, (2) documents compiled as part of the investigation and (3) statement of resolution.
   e. The Title IX/Affirmative Action Officer will give or send every complainant a copy of a prepared statement outlining the complainant's rights and options under applicable local, state and federal antidiscrimination laws. The information will include access to administrative agencies (Department of Civil Rights (DCR), Department of Workforce Development (DWD) Division of Equal Rights, Office for Civil Rights, Region V (OCR), and Equal Employment Opportunity Commission (EEOC), etc). This information is intended to assist the complainant and is not all-inclusive. The statement will advise the complainant to seek assistance in determining any of his/her rights by contacting the enforcement agencies, his/her lawyer.

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3. **Confidentiality and Recrimination**
   a. It is the policy of the District to keep the identity of the complainant confidential unless there are compelling reasons to disclose such identity. If there are compelling reasons to disclose the identity of the complainant, then the complainant shall be asked if he/she wants his/her identity disclosed. If the complainant does not want his/her identity disclosed, then the identity of the complainant shall be kept confidential. Should the complainant wish to keep his/her identity confidential, and should it become impossible to process or investigate the complaint as a result of the complainant not disclosing his/her identity, then the complaint may be dismissed.
   b. No District employee shall attempt to restrain, interfere with, coerce, discriminate or take reprisal action against the complainant(s) and their witness(es) during or after the presentation, processing and resolution of a complaint.

4. **Informal Complaint Resolution**
   a. The District shall provide an opportunity for a resolution of the complaint on an informal basis after the complaint has been filed.
   b. For the informal resolution of a complaint, the Title IX/Affirmative Action Officer shall act as a facilitator if the complainant wishes to resolve the matter short of a full investigation. The District shall request the person who is alleged to be discriminating to seek a solution of the matter on an informal basis, and to respond to the complainant within twenty (20) working days.
   c. If the alleged discriminating employee chooses not to respond to the request for an informal complaint resolution, then a formal investigation will be conducted unless otherwise agreed to by the complainant and the Title IX/Affirmative Action Officer.
   d. If the complainant is satisfied with the response to the request for an informal complaint resolution and an informal resolution of the complaint is arrived at, the terms of such resolution shall be reduced to writing and made a part of the complaint file. If the complainant is not satisfied with the response, then the Title IX/Affirmative Action Officer shall proceed with the investigation.

5. **Investigation**
   a. The District shall provide a prompt, complete, independent and impartial investigation of the complaint. In most cases the investigation will be conducted by the Title IX/Affirmative Action Officer. In some cases, the investigation may be conducted by an investigative team or outside consultant. The investigative team may consist of the Title IX/Affirmative Action Coordinator, the Affirmative Action Officer, the Title IX Officer, the Director of Labor Relations, and the Legal Counsel. In all cases the investigation shall be conducted in conjunction with the Legal Counsel and/or the Director of Labor Relations.
   b. The investigation shall include a thorough review of the circumstances under which the alleged discrimination occurred and any policies and practices related to the situation. The investigation may include the review of various documents and information acquired during the investigation, which may include, but is not limited to, the response of the alleged discriminating employee, written or oral statements from witnesses, copies of or extracts from records, policy statements, on-site visit or regulations of the District.

6. **Determination and Appeal**
   a. After the investigation has been completed, the investigator shall inform the Superintendent or Superintendent's designee of his/her determination of the complaint. The Superintendent or Superintendent's designee shall inform the Title IX/Affirmative Action Officer of the District's position on such determination of the complaint. The Superintendent or the Superintendent's
designee shall communicate in writing such determination of the complaint to the complainant and respondent(s) within ninety (90) days from the time the complaint is filed, unless an extension is agreed to by both parties.

b. After the complainant receives the Superintendent or Superintendent’s designee's written determination of the District's position, the complainant or respondent may request a reconsideration of the District's position. The reconsideration request must be filed within twenty (20) working days after receipt of the determination. The written request for reconsideration must contain a statement as to why the complainant or respondent is not satisfied with the decision. The Superintendent or Superintendent's designee will send the complainant or respondent a written acknowledgment within twenty (20) days after the Superintendent receives the reconsideration request.

c. If the complaint was filed pursuant to Wis. Statute §118.13, the Superintendent or Superintendent's designee will include in his/her letter to the complainant the fact that the complainant has a right to appeal the decision to the State Superintendent of Public Instruction. The complainant has thirty (30) days from the time he/she receives the Superintendent or Superintendent's designee's decision to appeal to the State Superintendent of Public Instruction.

Electronic Devices (Board Policy 4403)

Possession of a Personal Electronic Device

1. Pupils are permitted to possess a cellular phone, personal digital assistant, personal music/video/gaming device, camera, or other personal electronic device with communications functions or the capability to capture/record voice or image information, (collectively within this Policy, “Device” or “Devices”), provided that the Device remains stored, powered off, and unused (1) throughout the entirety of the educational day that has been established for the applicable school, (2) in a school bathroom, locker room, or other dressing area at any time, and (3) at such other times as have been identified in advance by a school-issued policy, rule or directive. Such a Device shall be considered stored if it is outside of view and reasonably secured in a locker, backpack/purse, or pocket. Any headphone, ear piece, or similar equipment associated with a Device shall also be stored and not worn.

2. Any pupil who possesses or uses a Device and/or associated equipment that is not stored, that is not powered off, or in a manner that violates this Board Policy or any other policy or school rule shall be subject to consequences, including but not necessarily limited to disciplinary action, required surrender of the Device, and/or potentially having his/her right to possess a Device at school further restricted by the school PRINCIPAL or his/her designee. In any case where a Device is confiscated by a school, the Device shall be returned to the pupil or to a parent/guardian at an appropriate time.

3. Pupils who possess a Device do so at their own risk to possible loss, damage or liability.

4. The following situations represent limited exceptions to Paragraphs 1 and 2 of this Policy:
   a. If a school PRINCIPAL or his/her designee determines that a Device was used appropriately by a pupil in an emergency situation, the school shall not discipline the pupil for such possession/use.
   b. An individual pupil, or parent or guardian on behalf of an individual pupil, may request permission in advance from the pupil’s school PRINCIPAL or his/her designee to possess and use a Device for a medical, educational, or other legitimate purpose that the PRINCIPAL/designee determines is necessary for the pupil’s education. This shall include one-time permissions that are granted by a staff member with authority from the PRINCIPAL/designee to an individual pupil to make a specific telephone call or other specific communication.
c. For an educational or other legitimate purpose, a PRINCIPAL or his/her designee may authorize in advance the limited use of a Device by pupils during the school’s educational day in a manner that is otherwise be prohibited under Paragraph 1 of this Policy, with the following limitations:

i. No exception to Paragraph 1 may be authorized under Sub-paragraph 4.c as applied to the use of any Device’s communications functions during the school’s educational day.

ii. No exception to Paragraph 1 may be authorized under Sub-paragraph 4.b or under Sub-paragraph 4.c with respect to the possession or use of any Device in a school bathroom, locker room, or other dressing area.

d. The PRINCIPAL or his/her designee shall determine whether the possession and use of a Device is within the scope of any advance authorization.

e. The school PRINCIPAL, an ASSISTANT SUPERINTENDENT, or the SUPERINTENDENT shall have discretion to prospectively revoke any prior authorization that operated as a limited exception to Paragraph 1 and Paragraph 2 of this Policy.

5. Pupils shall annually be provided with a copy of the rules that govern the possession and use of the Devices covered by this Policy.

6. Nothing within this Policy shall be construed to limit a pupil’s ability to use a Device in a manner that functions as assistive technology necessary for a pupil’s education and that is required under an Individualized Education Plan or a Section 504 agreement.

6/2/2008

ESL/Bilingual Education

English as a Second Language (ESL)/Bilingual Education/Dual-Language Immersion

English as a Second Language (ESL) services are provided to foster both English language development and academic achievement in the content areas for students who are not yet fully proficient in English. These services are provided through cooperation between ESL teachers, Bilingual Resource Teachers (BRT), and classroom teachers. Services are aligned to English language proficiency standards and grade level academic standards to support the development of students' English proficiency and academic achievement. ESL programs are offered at the majority of MMSD schools and targeted alternative programs to assist students from over 65 different linguistic backgrounds.

Bilingual Education

The goals of bilingual education programs are for students to acquire academic skills and content knowledge at grade level through the use of a minority language while developing English language skills. The MMSD has implemented a variety of programs models to serve the needs of English language learners. In Transitional Bilingual Programs, Spanish-speaking bilingual learners receive instruction in both Spanish and English. Students’ language skills and cultures are utilized to enhance learning and promote academic achievement in all content areas. Primary language support in Spanish is also offered through the services of Bilingual Resource Teachers (BRT) and Bilingual Resource Specialists (BRS). Staff work collaboratively with general education teachers to meet bilingual learners' needs. Support services from Bilingual Resource Specialists are also available in Chinese, Hmong, Khmer, Korean, Lao, Tibetan, French, and Arabic.

Dual-Language Immersion

Dual-Language Immersion programs serve both native English speakers with English language learners in the same classroom setting. The goals of this program are for students to develop bilingual/biliteracy skills, to attain high levels of academic achievement, and to
develop cross-cultural skills. Dual language immersion programs are offered as strand program at targeted schools and at Nuestro Mundo Community School (school-wide charter school).

Human Growth and Development

The Madison Metropolitan School District (MMSD) has been committed to Human Growth and Development (HG&D) instruction for several decades. The District’s Human Growth and Development Advisory Committee, composed of parents/legal guardians, teachers, school administrators, pupils, health care professionals, members of the clergy and other residents of the District, reviews the District’s HG&D program. The HG&D curriculum is based on relevant portions of the Wisconsin Model Academic Standards for health education and provides current and accurate HG&D information to meet the present needs of students. A special note is made of the emphasis placed on the role of parents and family in establishing individual and family values and their impact on decision making.

During this school year your daughter/son will be receiving instruction in Human Growth and Development (Human Sexuality) which is developmentally appropriate for each grade level. The objectives of the instruction by grade levels are:

**Grades K-1**

The student will:

- accept that all living things reproduce
- describe family similarities and differences and how family structures change
- recognize that there are physical sex similarities and differences between boys and girls
- recognize that physical sex similarities need not dictate role expectations
- use correct vocabulary for body parts and functions

**Grades 2-3**

The student will:

- recognize that everyone needs to have a sense of belonging
- recognize the role of family in having and nurturing children accept that friendships can grow, change and end
- identify ways in which people grow physically, emotionally and mentally
- recognize that each person is unique and deserves respect
- recognize the nature of reproduction in plants, animals and humans

**Grades 4-5**

The student will:

- cite how sex role behavior is influenced by social and cultural values
- identify and accept the physical, emotional and social changes which occur as puberty is reached
- identify the basic physiology and function of male and female reproductive systems
- recognize the importance of personal and family values to decision making

Parents/legal guardians who desire additional information on the HG&D program and would like to view the curriculum and other instructional materials prior to instruction may do so by contacting the building principal. Parents/legal guardians may exempt their child from all or part of this unit of instruction by filing a written request for exemption with the principal or classroom teacher. Appropriate alternative learning experiences will be provided.
Lockers (Board Policy 4132)

Searches

**Locker Inspections**

1. The assignment of lockers to pupils is a responsibility of the PRINCIPAL or her/his designee.
   
   a. The PRINCIPAL and/or his/her designee retains the right to inspect any locker or lockers as may be necessary or appropriate. This right shall be exercised if and when, in the judgment of the PRINCIPAL, there may be reasonable suspicion to believe that a locker may be used to conceal anything illegal or evidence of a violation of school rules or Board Policy.
   
   b. Whenever practicable, a student shall be notified before or be present when her/his locker is being inspected.
   
   c. A pupil shall be required to open any personal belongings in a locker at the request of the PRINCIPAL.

2. This Policy and Procedure shall be duplicated in every published handbook or set of regulations for the conduct of pupils in the Madison Metropolitan School District.

   BOE Policy 4132
   
   8/26/02

Privacy in Locker Rooms, Restrooms and other Designated Changing Areas

Locker rooms are provided for the use of physical education students, athletes, and other groups or individuals who are authorized to be present in school facilities pursuant to District policy. Students, school employees, and other persons present on school property are expected to comply with rules and procedures developed by the District and to, at all times, respect and protect the privacy interests of individuals who are using a locker room. No student should be present in a locker room unless he/she is using facility for an authorized purpose.

The School Board has adopted rules and procedures intended to protect the privacy interests of persons using locker rooms (and similar areas) when they are present in and using the facilities for an authorized purpose (e.g., as a changing area, shower facility and/or restroom facility). The complete Board Policy, designated as Policy 6710, can be found on the District’s web site.

The following excerpt of the complete rules and procedures found in Board Policy 6710 addresses rules and procedures particularly applicable to students who may be using or who may be present in/near locker facilities and similar areas:

1. Use of recording devices prohibited.
   
   a. No person may use any device with the capability to capture, record, transmit or transfer video, photos, or other images or representations of persons while
in a District locker room, restroom or other designated changing area, without
the prior written permission of the school's Principal, a designated facilities
supervisor, or the Superintendent. No such permission shall be granted or
exercised in circumstances when persons present in the locker room may be
actively using the locker room as a changing area, shower facility and/or
restroom facility. Any person granted such permission shall use the approved
device openly without any attempt to conceal his/her use of the device.

b. No person may ever use a camera, video recorder, cell phone or any other
recording device at any time to capture, record, transmit or transfer an image
or representation of a nude or partially nude person who is in any locker room,
restroom or other designated changing area.

2. No person shall view or attempt to view from any concealed location, or in an
otherwise secret or hidden manner, a nude or partially nude person who is using a
locker room, restroom or other changing area.

3. All items and objects placed or stored in a MMSD locker room by a person using the
locker room facility remain subject to the District policies concerning lockers and
locker searches.

4. Students or staff members violating the Board Policy and rules established relating to
locker room privacy (and for other similar areas of a school) shall be subject to school
disciplinary action and possible legal referral, if applicable.
Promotion from 4th Grade

Promotion criteria are determined by state law and MMSD policy. To be promoted from 4th grade to 5th grade a student must meet the Report Card Criteria or the Wisconsin Knowledge and Concepts Exam Criteria or pass a district approved summer school program.

1. **Report Card Criteria:** By the end of 4th grade a student must have a report card grade of "2" or higher in language arts, mathematics, science, and social studies in order to be promoted to 5th grade.

2. **Wisconsin Knowledge and Concepts Exam Criteria:** If the 4th grade student has a report card grade of "1" in any one of the four core content areas (language arts, mathematics, science, and social studies), the student will need a score of "basic" or above on the Wisconsin Knowledge and Concepts Examination (WKCE) in that content area in order to be promoted to 5th grade.

3. **Summer School Option:** Students who do not meet the Report Card or WKCE promotion criteria must pass a district approved summer school program in order to be promoted to 5th grade. Passing the MMSD summer school math course meets the math criteria. Passing the MMSD summer school language arts course meets criteria for language arts, science, and social studies.

4. **Students with Disabilities:** The Individualized Education Program (IEP) team for a student with a disability determines whether the student’s promotion is governed by MMSD promotion criteria or the student’s IEP in the four core content areas.

5. **English Language Learners:** English Language Learners who are at English Proficiency Levels 1 or 2 will be promoted to 5th grade. English Language Learners who are at English Proficiency Levels 3, 4, or 5 at the beginning of their 4th grade year must meet promotion criteria in math only to be promoted to 5th grade. They do not have to meet criteria in language arts, science, or social studies.

**Retained 4th Grade Options**

Students who do not meet promotion criteria will remain in 4th grade until they satisfy district requirements.

A retained 4th grade student who meets the District’s requirement(s), based on teacher and principal recommendations, shall be promoted as soon as practicable. Students will not be retained for two consecutive years.

**Appeal Process**

Parent/guardian may appeal a retention decision to the Assistant Superintendent for Elementary Schools.

**Procedures**

1. For 4th grade students entering the district with missing or incomplete information, a teacher and principal may recommend promotion based on mastery of content areas. The recommendation must be approved by the Assistant Superintendent of Elementary schools.

2. All 4th grade students entering the school district during the 4th quarter will be promoted.

3. GPAs and report cards from other school districts may be used in meeting promotion criteria.

4. There is not a single test students can take instead of the WKCE to show proficiency in English/language arts, math, science, or social studies.

5. Students attending summer school to meet promotion criteria will be integrated into the regular 4th grade summer school classes.

If you have questions about the promotion criteria, please contact your student’s principal.
Program or Curriculum Modifications

Any child's parent or guardian, or the child if the parent or guardian is notified, may submit request the school board, in writing, to provide the child with program or curriculum modifications, including but not limited to:

1. A school work training or work study program.
2. Homebound study, including nonsectarian correspondence courses or other courses of study approved by the school board or nonsectarian tutoring provided by the school in which the child is enrolled.
3. Enrollment in any alternative public school or program located in the school district in which the child resides.
4. Modifications within the child's current academic program.
5. Enrollment in any nonsectarian private school or program, located in the school district in which the child resides, which complies with the requirements of 42 U.S.C. 2000d.
6. Enrollment in any public educational program located outside the school district in which the child resides.

The school board or a designee will render a decision, in writing, within 90 days of a request for a program modification, except that if the request relates to a child who has been evaluated by an individualized education program team and has not been recommended for special education, the school board or a designee will render its decision within 30 days of the request. If the District denies the request, the District shall give its reasons for the denial.

Any decision made by the school board, or a designee of the school board, in response to a request for program or curriculum modifications shall be reviewed by the school board upon request of the child's parent or guardian. The school board will render its determination upon review in writing, if the child's parent or guardian so requests.
Pupil Records/Rights: Annual Notice of Confidentiality of Personally Identifiable Information, Student Record Information and Rights under the Protection of Pupil Rights Amendment (PPRA)

Pupil records include all records relating to individual pupils maintained by a school in any way (including, but not limited to, handwriting, computer storage media, video and audiotape, film, microfilm, and microfiche), except for any such records that are expressly excluded from the definition of pupil records by law (such as records maintained for personal use by a teacher and not available to others and records available only to persons involved in the psychological treatment of a child). Personally identifiable information about a student includes data contained within a pupil record including but not limited to: (a) The student's name; (b) The name of the student's parent or other family members; (c) The address of the student or student's family; (d) A personal identifier, such as the student's social security number, student number, or biometric record; (e) Other indirect identifiers, such as the student's date of birth, place of birth, and mother's maiden name; (f) Other information that, alone or in combination, is linked or linkable to a specific student that would allow a reasonable person in the school community, who does not have personal knowledge of the relevant circumstances, to identify the student with reasonable certainty; or (g) Information requested by a person who the educational agency or institution reasonably believes knows the identity of the student to whom the education record relates.

The School District maintains several classes of pupil records.

- "Progress records" include grades, courses the child has taken, the child’s attendance record, immunization records, required lead screening records, and records of school extra-curricular activities. Progress records must be maintained for seven years after the child graduates or otherwise ceases to be enrolled.

- "Behavioral records" include such records as psychological tests, personality evaluations, records of conversations, written statements relating specifically to the pupil’s behavior, tests relating specifically to achievement or measurement of ability, physical health records other than immunization and lead screening records, law enforcement officers’ records, and other pupil records that are not "progress records." Law enforcement officers’ records are maintained separately from other pupil records. Behavioral records may be maintained for no longer than one year after the child graduates or otherwise ceases to be enrolled, unless the parent specifies in writing that the records may be maintained for a longer period of time. At the request of the child’s parents, the School District destroys the information that is no longer needed.

- "Directory data" includes the student’s name, present address, telephone listing (unless the number is unlisted), date and place of birth, major field of study, participation in officially recognized activities and sports, weight and height of members of athletic teams, dates of attendance, photographs, degrees and awards received, and the most recent previous educational agency or institution attended by the student.

- "Pupil physical health records" include basic health information about a pupil, including the pupil's immunization records, an emergency medical card, a log of first aid and medicine administered to the pupil, an athletic permit card, a record concerning the pupil's ability to participate in an education program, any required lead screening records, the results of any routine screening test, such as for hearing, vision or scoliosis, and any follow-up to the test, and any other basic health information, as determined by the State Superintendent. Any pupil record relating to a pupil's physical health that is not a pupil physical health record is treated as a patient health care record under sections 146.81 to 146.84, Wisconsin Statutes. Any pupil record concerning HIV testing is treated as provided under section 252.15, Wisconsin Statutes.
The Family Educational Rights and Privacy Act (FERPA), the Individuals with Disabilities Education Act (IDEA), and section 118.125, Wisconsin Statutes, afford parents and students over 18 years of age ("eligible students") the following rights with respect to education records:

The right to inspect and review the student’s education records within 45 days of receipt of the request. Parents or eligible students should submit to the school principal a written request that identifies the records(s) they wish to inspect. The principal will make arrangements for access and notify the parent or eligible student of the time and place where the records may be inspected. The School District will comply with the request without unnecessary delay and before any meeting about an individualized education program, or any due process hearing, and in no case more than 45 days after the request has been made. If any record includes information on more than one child, the parents of those children have the right to inspect and review only the information about their child or to be informed of that specific information. Upon request, the School District will give a parent or eligible student a copy of the progress records and a copy of the behavioral records. Such copies are subject to the District’s copy fee pursuant to Board Policy No. 4154. Upon request, the School District will give the parent or eligible student a list of the types and locations of education records collected, maintained, or used by the District for special education. The School District will respond to reasonable requests for explanations and interpretations of the records. A representative of the parent may inspect and review the records with parent permission.

The right to request the amendment of the student’s education records that the parent or eligible student believes is inaccurate, misleading or otherwise violative of the student’s privacy rights. Parents or eligible students may ask Madison Metropolitan School District to amend a record that they believe is inaccurate or misleading. They should write the school principal, clearly identify the part of the record they want changed, and specify the reason for requesting the change (i.e. why the record or a portion thereof is inaccurate or misleading). If the District decides not to amend the record, the District will notify the parent or eligible student of the decision and advise them of their right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the parent or eligible student when notified of the right to a hearing.

The right to consent to disclosures of personally identifiable information in the student’s education records, except to the extent that federal and state law authorize disclosure without consent. The exceptions are stated in 34 CFR 99.31, Family Educational Rights and Privacy Act regulations; Sec. 9528, PL107-110, No Child Left Behind Act of 2001; and section 118.125(2)(a) to (p) and sub. (2m), Wisconsin Statutes.

One exception that permits disclosure without consent is disclosures to school officials with legitimate educational interests. A school official is a person employed by the District as an administrator, supervisor, instructor (including off-site, four-year-old kindergarten teachers), or support staff member (including health or medical staff); a member of the School Board; a person or entity with whom the District has contracted to perform a special task (such as an attorney, auditor, bus contractor, medical consultant, or therapist); a law enforcement officer who is individually designated by the School Board and assigned by the School District (commonly referred to as an Educational Resource Officer or ERO); or a volunteer, fieldwork student, student teacher, unpaid intern or official committee member expressly authorized by the District to assist another school official in performing a school function. A school official has a legitimate educational interest if the official needs to review or know the contents of an education record in order to fulfill his or her professional responsibility.

Upon request, the District discloses education records without consent to officials of another school district in which a student seeks or intends to enroll.
Also, to the extent consistent with Board of Education policy governing “directory data,” the District may disclose student "directory data" without consent, unless the parent notifies the District that such information may not be released without prior parental consent. A parent must notify the District of a decision to opt-out of the disclosure of “directory data” within 14 days of receiving annual notice of the District’s “directory data” policy.

The District may also disclose personally identifiable information without consent if the disclosure is necessary to protect the health or safety of a student or other persons.

Finally, in accordance with federal law and District policy, the District will disclose each secondary student’s name, address and telephone listing to a military recruiter or institution of higher education, upon request, unless parents or eligible students have completed and submitted District forms opting out of such disclosures. See Sec. 9528, PL107-110, No Child Left Behind Act of 2001; Sec. 544, PL 107-107, National Defense Authorization Act for Fiscal Year 2002; and Board of Education Policy 4156.

The right to file a complaint with the U. S. Department of Education concerning alleged failures by the District to comply with the requirements of FERPA. The name and address of the Office that administers FERPA is: Family Policy Compliance Office, U.S. Department of Education, 400 Maryland Avenue, S.W., Washington, DC 20202-4605.

Notification of Rights Under the Protection of Pupil Rights Amendment (PPRA)

PPRA affords parents certain rights regarding our conduct of surveys, collection and use of information for marketing purposes, and certain physical exams. These include the right to:

- **Consent** before students are required to submit to a survey that concerns one or more of the following protected areas (“protected information survey”) if the survey is funded in whole or in part by a program of the U.S. Department of Education (ED):
  1. Political affiliations or beliefs of the student or student's parent;
  2. Mental or psychological problems of the student or student’s family;
  3. Sex behavior or attitudes;
  4. Illegal, anti-social, self-incriminating, or demeaning behavior;
  5. Critical appraisals of others with whom respondents have close family relationships;
  6. Legally recognized privileged relationships, such as with lawyers, doctors, or ministers;
  7. Religious practices, affiliations, or beliefs of the student or parents; or
  8. Income, other than as required by law to determine program eligibility.

- **Receive notice and an opportunity to opt a student out of** –
  1. Any other protected information survey, regardless of funding;
  2. Any non-emergency, invasive physical exam or screening required as a condition of attendance, administered by the school or its agent, and not necessary to protect the immediate health and safety of a student, except for hearing, vision, or scoliosis screenings, or any physical exam or screening permitted or required under State law; and
  3. Activities involving collection, disclosure, or use of personal information obtained from students for marketing or to sell or otherwise distribute the information to others.

- **Inspect, upon request and before administration or use** –
  1. Protected information surveys of students;
  2. Instruments used to collect personal information from students for any of the above marketing, sales, or other distribution purposes; and
  3. Instructional material used as part of the educational curriculum.
These rights transfer to from the parents to a student who is 18 years old or an emancipated minor under State law.

The Madison Metropolitan School District will notify parents at least annually at the start of each school year, and after any substantive changes, of the policies related to arrangements to protect student privacy in the administration of protected information surveys and the collection, disclosure, or use of personal information for marketing, sales, or other distribution purposes. The Madison Metropolitan School District will also directly notify parents of students who are scheduled to participate in the specific activities or surveys subject to PPRA and will provide an opportunity for the parent to opt his or her child out of participation of the specific activity or survey.

Parents or students 18 years of age or older who believe their rights have been violated may file a complaint with:

Family Policy Compliance Office
U.S. Department of Education
400 Maryland Avenue, SW
Washington, D.C. 20202-8520
Special Education

The Madison Metropolitan School District's Division of Special Education works closely with elementary schools in the identification and programming of students with disabilities who require special education and related services. These services are provided in accordance with the Individuals With Disabilities Education Act (IDEA), a federal law reauthorized in 2004 that guarantees that all students with a disability receive a free, appropriate, public education in the least restrictive environment.

The special education needs of students are met through a coordinated effort between general education and special education staff. Every attempt is made to provide these services in the student's school of residence and in the general education classroom. Each student has the opportunity for educational experiences appropriate to his/her academic, social-emotional, and behavioral strengths and areas of challenge. The Madison Metropolitan School District's schools have been recognized for creating inclusive learning environments where students with disabilities are valued members of the learning community. Thus included in the general education curriculum and general education setting to the maximum extend appropriate.

Finally, support staff such as psychologist, social workers, nurses, occupational therapists, and physical therapists, speech/language clinicians, vision staff, and deaf/hard of hearing staff provide related serves as needed to our students with Individual Education Plans (IEP).

For more information related to MMSD’s Division of Special Education, please visit the following website http://specialedweb.madison.k12.wi.us/ or contact the Department of Educational Services at (608) 663-8442.

(Revised July 2010)
Student Computer & Internet Use: Policy, Procedures & Rules

It is the policy of the Board to mandate and expect that students will use the Internet in a responsible manner. Accordingly, the Board has established a policy and procedures for the use of the Internet along with rules governing the behavior of students who access the Internet. Students who do not comply with the standards of behavior outlined in the student conduct and discipline plan or with the Internet rules below may lose their privilege to use the Internet and/or be subject to other disciplinary action.

PROCEDURES:
1. The District will allow every student access to the Internet provided parents or legal guardians of students do not object in writing to a student’s having such access. If a parent/guardian objects, s/he shall fill out the objection form, sign it and have it placed on file at the school the student attends.
2. Each year, prior to use, each student shall receive and discuss information from his/her teacher regarding:
   A. Internet safety and security, including:
      • the importance of understanding what materials are inappropriate to minors
      • safe use of electronic mail, chat rooms and other direct forms of electronic communication including the importance of understanding that one should never provide personal information to a site on the Internet without the supervision of an adult; such personal information includes full name, address, phone number, credit card number, and Social Security number
   B. Responsible use of the Internet, including:
      • abiding by copyright laws
      • understanding that unethical and unlawful activities include unauthorized access to any data or communications equipment without the owner’s permission, “hacking,” or unauthorized disclosure, use, or dissemination of anyone’s personal information
   C. Measures the District has taken to restrict access to materials harmful to minors, including:
      • implementing Internet filtering
      • requiring adult supervision during student use of the Internet

RULES:
1. Students shall:
   • adhere to same standard of conduct expected and required in a classroom
   • follow school rules for applying for password and e-mail accounts
   • follow school rules for using resources, time limits and printing instructions
   • log off the system as soon as finished to provide others with the opportunity to access the system
   • report violations of these rules
2. Students shall not:
   • lend any logins or passwords to anyone else
   • create a computer virus and place it on the network
   • send a message that is inconsistent with the school’s code of conduct, written or implied
   • send messages that are inappropriate, obscene, sexist, contain obscenities, or contain inflammatory or abusive language
   • send a message with someone else’s name on it
   • read mail or files without the owner’s permission
   • interfere with the ability of other users to make effective use of school district computing and network resources

(See Board Policy 3721)
PREAMBLE

This document pertains to high school students enrolled in the Madison Public Schools and contains most, but not all, rights to which students are entitled.

Conflict, confrontation and controversy will be channeled constructively and positively if the rights and responsibilities of students are recognized and respected. Students have the responsibility to respect rights of all persons involved in the educational process and exercise the highest degree of self-discipline in observing and adhering to legitimate rules and regulations. Responsibility is inherent in the exercise of every right. It is impossible to list all student responsibilities, but it must be emphasized that the lack of responsibility means a weakening of rights. Correspondingly, it is impossible to list all the rights of students. Therefore, the following list of rights shall not be construed to deny or limit others retained by students on their own campus in their capacity as members of the student body or as citizens.

Nothing set forth herein shall be construed as exempting a student from being subject to discipline for engaging in behavior that violates the law, or Board Policies such as the Student Code of Conduct, Harassment, Discrimination, etc. Although the Student Bill of Rights does not exempt a student for being subject to discipline for engaging in behavior that violates the law or Board Policies, such as the Student Code of Conduct, Harassment, Discrimination, etc., students are still entitled to due process relative to such violations.

I. FREEDOM OF SPEECH AND PRESS
   A. The school shall make no rules respecting an establishment of religion, or prohibiting the free exercise thereof, or abridging the freedom of speech, or of the press, or the right of people to peaceably assemble, and to petition the government for a redress of grievances.

      1. Students shall have the right to post any literature of a noncommercial nature without prior censorship or approval by the Administration or School Board in any designated posting area, provided, however, the principal or designated representative shall be accorded the right to remove posted material they consider obscene, libelous or will cause material disruption of the educational environment. The name and address of the person posting the literature must be listed on the literature itself to underscore its independence of the school. The removal of material by the principal or designee may be appealed to the Assistant Superintendent. The decision of the Assistant Superintendent may be appealed to the Superintendent. The decision of the Superintendent may be appealed to the Board of Education at its next regular meeting after the decision of the principal or designee if the next regular meeting is scheduled to occur more than five days after the removal of the posted material by the principal or designee. If the removal is made within five days of the next regular meeting of the Board, the decision may be subject to appeal at the Board’s following meeting.

      2. Students shall have the right to distribute newspapers or other printed material of a noncommercial nature both inside and outside the school building on school grounds without prior authorization of the school administration or School Board provided, however, the time, place and manner of distribution may be limited to prevent substantial interference with educational activities. The name and address of the person distributing or posting the literature must be listed on the literature itself to underscore its independence of the school. The principal or designee may curtail distribution of material he/she considers obscene, libelous or will cause
material disruption of the educational environment. The decision of the principal or designee may be appealed to the Assistant Superintendent. The decision of the Assistant Superintendent may be appealed to the Superintendent. The decision of the Superintendent may be appealed to the Board of Education at its next regular meeting after the decision of the principal or designee if the next regular meeting is scheduled to occur more than five days after the original decision of the principal or designee. If the original suspension decision is made within five days of the next regular meeting of the Board, the decision may be subject to appeal at the Board’s following meeting.

3. All school sponsored student publications shall be produced by students. A school sponsored publication is one in which the school provides the resources to support the publication. Editing shall be done by student editors, chosen by the publications staff. The principal or designated representative shall be accorded the opportunity to review material to be printed prior to publication and may suspend publication of material he/she considers obscene, libelous, illegal, will cause material disruption of the educational environment or for other reasons related to legitimate pedagogical concerns, e.g., disclosure of confidential student information. The decision of the principal or designee may be appealed to the Assistant Superintendent. The decision of the Assistant Superintendent may be appealed to the Superintendent. The decision of the Superintendent may be appealed to the Board of Education at its next regular meeting after the decision of the principal or designee if the next regular meeting is scheduled to occur more than five days after the original decision of the principal or designee. If the original suspension decision is made within five days of the next regular meeting of the Board, the decision may be subject to appeal at the Board’s following meeting. The copy of the procedures should be submitted to all editors and staff members of school publications.

4. Students shall have the right to wear buttons, armbands, and other badges or symbolic expression provided these expressions are not obscene, libelous, or cause material disruption of the educational environment.

5. Students shall have the right to choose their own dress, conduct, and personal appearance, insofar as they do not substantially disrupt, pose a clear and present danger to school operations, present an obscene appearance, or endanger health or safety. Notwithstanding the students’ right to choose their own dress, unless otherwise approved by the Principal, hats and other headwear and coats must be kept in lockers during school hours.

6. Students shall have the right to demonstrate dissent in any lawful manner as long as they do not substantially disrupt, or pose a clear and present danger to school operations. Individual students who violate specific school rules or city ordinances are individually responsible for these acts and shall be dealt with according to established procedures.

7. Students have the right to present petitions, complaints, or grievances to school authorities and the right to receive prompt authoritative replies from school authorities regarding the disposition of their petitions, complaints or grievances.

8. Students have the right to respect from teachers and administrators, which would exclude their being subjected to cruel and unusual punishments, especially those which are demeaning or derogatory, or which diminish their self-esteem.

II. USE OF SCHOOL FACILITIES
A. Any student, or group of students, may use any school facility (e.g., meeting rooms, reproduction machines, etc.) at cost, provided that it is not needed for scheduled educational purpose and pursuant to Board of Education Policy. During school hours, at the discretion of the Principal, students may use District space (e.g., meeting rooms) at no cost.

It is the policy of the Board to encourage and facilitate parental involvement in their children’s educational experiences. Communication between parents/guardians and teachers and other staff regarding individual students is appropriate and important to all grade levels. Individual schools also have the responsibility to communicate to parents/families relevant information about school policies, expectations, and activities, as well as to ensure reasonable parental access to their child’s classroom, to the school, and to its personnel.

The Board recognizes that parental and family involvement at school-sponsored activities contributes positively to student achievement. Therefore, the Board urges individual schools to facilitate such participation by all families, and specifically to ensure that family members are not prevented from participating in any such activities for financial reasons.

III. FREEDOM OF POLITICAL ACTIVITY

A. Students may not in any way be penalized for any political or moral beliefs which they have though they may be held responsible for their actions taken in line with those beliefs.

B. Students may form political organizations in the school so long as they do not have discriminatory membership restrictions.

C. Students shall have the privilege to plan and carry out voluntary forums, assemblies, seminars and school programs of a political nature so long as they do not substantially disrupt or pose a clear and present danger to school operations.

D. Attendance at all assemblies shall be optional for students except those assemblies explicitly called for the efficient operation of the school.

IV. DUE PROCESS

A. All students shall have the right to due process of law.
   1. Students shall receive annually, upon the opening of school, a publication including, with reasonable specificity, a list of school rules, procedural rights, and the penalties which may be imposed for the violation thereof.
   2. In all cases where major punishment may be the end result but not limited to, forced transfer to another school; refusal to grant a diploma, etc., students shall have the following procedural rights. Major punishment does not include discipline as it pertains to interscholastic athletics or any other disciplinary action set forth in the Student Code of Conduct except expulsion. Students who are accused of violating the Athletic Code are provided with due process under the procedures set forth in the Athletic Code.
      a. The student shall have the right to at least a three (3) day notice in writing, of any charges against him/her which might result in major punishment and before such major punishment is commenced, with enough specificity if he or she so demands, to allow him or her to respond to said charges.
      b. The student or designated counsel shall be allowed to inspect at least 24 hours prior to any hearing exhibits which will be submitted in evidence.
c. A student subject to expulsion shall only be entitled to a hearing pursuant to Board Policy and the law. However, if a student is not subject to expulsion and if the student so desires, s/he shall be entitled to a hearing before a Board of Inquiry to be conducted under certain rules, which include but are not limited to such rules as set forth herein in paragraphs a. through l. This Board shall be composed of one person appointed by the student's School Principal; one person appointed by the parent or guardian of the student; and one person appointed by the President of the Board of Education. Any decision of a majority of this Board shall be final. This hearing may be public or private at the option of the student and a written request for such hearing must be submitted to the building principal within seven days after the letter has been mailed. Any heretofore decreed punishment under this section shall be stayed pending this hearing which shall be held at the earliest moment practicable.

d. The student shall have the right of representation by a lawyer or some other person of his/her own choice at his/her own expense.

e. The student, and if the student is a minor, the parent or guardian, shall be given the name(s) of attorneys or organizations, if available, who can provide indigent students with legal representation at no cost to the student or his/her parent/guardian.

f. The burden of proof at the hearing shall be on the school. The school shall present evidence that establishes beyond a reasonable doubt that the student is guilty of the offense. The rules of evidence that would be used in an expulsion hearing shall apply to hearings held by the Board.

g. The student (and/or counsel) shall have the right to confront and cross examine any witness against him/her; the right to present a defense to charges and to produce oral testimony in his/her behalf.

h. Determination of guilt or innocence of the charges shall be based solely on evidence presented at the hearing.

i. If a student requests at least 24 hours before the hearing a written transcript of the hearing record, it shall be made available after the Board has reached a decision with the cost of said transcript to be borne by the Board of Education.

j. Every student shall be free from forced self-incrimination.

k. Any student may file a written waiver with the school of any rights under this Section.

l. All hearings where the ultimate result could lead to expulsion must be held before the Board of Education, or its designee.

3. Short-term suspension (five days or less) may be imposed by the administration of the school only in cases where school rules (as printed) have been violated beyond a reasonable doubt and the stated punishment for violation of these rules is suspension. The Principal shall notify the parents in writing of the facts of the suspension and that the notification should also indicate that a pupil or his/her parents may, within five school days following commencement of the suspension, have a conference with the Superintendent or his/her designee to appeal the suspension and if the Superintendent or his/her designee determines that the student should not be suspended, that the Superintendent or his/her designee may have the suspension expunged from the student’s record. A copy of the letter addressed to parents notifying them of the facts of the suspension shall be on file at the school. Appeals pertaining to suspensions shall be directed to the Superintendent or his/her designee. Work missed during the period of suspension may be made up through a student’s own initiative. Work includes homework, class work, tests, and time missed in courses such as
physical education. The absence from school during a suspension shall be considered an excused absence.

4. A good faith effort shall be made to hold a conference with the parents of a suspended student following each suspension.

B. The school shall not collect or keep in its files any information which is not necessary for and directly relevant to a student's academic work and the school's education purpose.

1. A student and his/her parents shall have the right to examine his/her files by appointment. Students' records shall be under the supervision of school personnel while being examined. A counselor or other appropriate school officials may be requested to aid in interpreting test scores and related material.

2. Files shall be made available to persons in accordance with student record confidentiality laws and Board Policy 4150 et sequel.

3. Students and their parents shall have the right to write and insert in their files comments or responses to anything contained in the file.

4. Personal behavior files shall not be used as a method of evaluation of academic performance.

C. Decisions concerning students' rights made by local school personnel are subject to review and may be appealed to the Assistant Superintendent, Superintendent of Schools, the Board of Education, and then the courts.

D. Except with respect to participation in athletics and as provided in Board Policies 4502 and 4045, as well as Wis. Stats., Section 120.13(1)(c), students shall be free from the school's jurisdiction in all non-school activities, be it their conduct, their movements, their dress, or expression of ideas. Except with respect to participation in athletics and as provided in Board Policies 4502 and 4045, as well as Wis. Stats., Section 120.13(1)(c), no disciplinary action may be taken by the school for non-school activities provided the student does not claim, without authorization, to speak or act as a representative of the school. When a non-school activity results in police action, it is an infringement on the student's liberty for the school, except with respect to participants in athletics and as provided in Board Policies 4502 and 4045, as well as Wis. Stats., Section 120.13(1)(c), to punish the student for that activity, or to enter it on the school record, or report it to prospective employers or other agencies, unless authorized by the student.

V. PERSONAL COUNSELING

All students shall have the right to receive information in school on matters of personal concern pursuant to Board of Education policy and statutory limitation. In accordance with Board Policy and the law, counselors shall maintain confidentiality regarding information they receive from students.

VI. RIGHT TO A QUALITY EDUCATION

A. Students shall be afforded the opportunity of representation on curriculum planning committees and to the widest extent possible be included in other decision-making bodies affecting the quality of education.

B. Students shall have the right to comment on the performances of administrators, faculty, and courses, to improve the quality of education. These comments will be available only to the person or course being discussed in the comment.

C. Each student will have the right and responsibility for planning his/her education although students under 18 will require the consent of their parents. The interest, desires and capabilities of each individual student shall be considered in
the planning of his/her academic program. The advice of the school professional staff is available to each student in his planning.

D. Students shall have the privilege of open campus where the program presently exists. When determining whether the open campus privilege will be accorded in a particular school, the views of the surrounding community, the Administration, the teachers and the students of the school must be taken into account. The principal or parent has the right to revoke the open campus privilege of any individual.

E. Students are encouraged to bring their concerns and complaints to the attention of their teachers for the purpose of having their concerns and complaints resolved by the teachers. However, a student has the right to either file a complaint under the District’s complaint procedures, such as the General or Discrimination Complaint Procedures or file a written complaint with the Principal or his/her designee. If a student files a written complaint with the Principal or his/her designee, the Principal or his/her designee shall respond to the complaint as soon as practicable. Such response may include investigation, mediation, taking or recommending that disciplinary action be taken, referral of the complaint to the appropriate District officials, etc. The resolution to the extent possible shall resolve the problem with respect to all parties involved. No student who files a complaint or expresses a concern shall be subject to recrimination.

F. Students shall be consulted regarding any changes to the Student Bill of Rights. The Student Senate shall be formally consulted regarding any changes to the Student Bill of Rights.

G. With respect to employment and personnel operations the Madison Metropolitan School District (MMSD) does not discriminate on the basis of: religion, race, color, national origin, ancestry, age, sex, physical appearance, marital status, handicap, arrest or conviction record, political belief, sexual orientation, gender identity, gender expression, less than honorable discharge, source of income or the fact that an individual is a student. Employees shall function in a harassment-free work atmosphere and enjoy working conditions free from physical, verbal or psychological harassment.

[NOTE: The City of Madison defines gender expression in Madison City Ordinance Sec. 3.23 (2)(t) as follows:

Gender Identity is the actual or perceived condition, status or acts of 1) identifying emotionally or psychologically with the sex other than one’s biological or legal sex at birth, whether or not there has been a physical change of the organs of sex; 2) presenting and/or holding oneself out to the public as a member of the biological sex that was not one’s biological or legal sex at birth;

This means that gender identity refers to an individual’s fundamental sense of themselves as being male or female, masculine or feminine. Gender identity does not always correspond to biological sex.

The City of Madison’s Ordinance Sec. 3.23 (2)(t) continues its definition of gender identity with an explanation of what is referred to as gender expression.

3) lawfully displaying physical characteristics and/or behavioral characteristics and/or expressions which are widely perceived as being more appropriate to the biological or legal sex that was not one’s biological or legal sex at birth, as when a male is perceived as feminine or a female is perceived as masculine; and/or 4) being physically and/or behaviorally androgynous.

This means that gender expression refers to the things like clothing and behavior that manifest a person’s fundamental sense of themselves as masculine or
feminine, and male or female. This can include but not be limited to dress, posture, hairstyle, jewelry, and vocal inflection.]

H. With respect to educational programs no person shall be denied admission to any MMSD school, or be denied participation in, be denied the benefit of or be discriminated against in any curricular, extra-curricular, pupil services, recreational or other program or activity because of the person's sex, race, national origin, ancestry, creed, pregnancy, marital or parental status, sexual orientation, gender identity, gender expression or physical, mental, emotional or learning disability.

[NOTE: The City of Madison defines gender expression in Madison City Ordinance Sec. 3.23 (2)(t) as follows:

Gender Identity is the actual or perceived condition, status or acts of 1) identifying emotionally or psychologically with the sex other than one’s biological or legal sex at birth, whether or not there has been a physical change of the organs of sex; 2) presenting and/or holding oneself out to the public as a member of the biological sex that was not one’s biological or legal sex at birth;

This means that gender identity refers to an individual’s fundamental sense of themselves as being male or female, masculine or feminine. Gender identity does not always correspond to biological sex.

The City of Madison’s Ordinance Sec. 3.23 (2)(t) continues its definition of gender identity with an explanation of what is referred to as gender expression.

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This means that gender expression refers to the things like clothing and behavior that manifest a person’s fundamental sense of themselves as masculine or feminine, and male or female. This can include but not be limited to dress, posture, hairstyle, jewelry, and vocal inflection.]

If you believe you have been discriminated against or harassed on the basis of a protected status, you may make a claim that your rights have been denied. Students are encouraged to bring their concerns, complaints and grievances to the attention of their teachers for the purpose of having their concerns, complaints, and grievances resolved by their teachers. However, a student has the right to either file a complaint under the District’s complaint procedures or file a written complaint with the Principal or his/her designee. You may obtain a copy of the grievance procedure and receive assistance in filing a complaint by contacting either the Affirmative Action/Title IX Coordinator, District Administration Building, 545 West Dayton Street, Madison, Wisconsin 53703, telephone 663-1530 or the District’s Legal Counsel, District Administration Building, 545 W. Dayton Street, Madison, Wisconsin, 53703, telephone 663-1868.

3/1/04
Introduction

Before sustained, effective learning can occur, an educational environment that is safe, respectful and culturally sensitive must be in place.

Because that positive environment is partially created through the conduct of the students and partially by the teacher and other adults, student self-discipline and a sense of responsibility for that environment should be desired goals in every classroom and throughout the school.

Should discipline be necessary, the first response lies with the classroom teacher under the supervision, guidance or assistance of the building administration. Experience indicates that an immediate, positive, educational approach to discipline is most effective in changing student behavior. Early intervention to improve a student’s behavior is a must and should include communication and involvement with the family and a variety of interventions that are designed to assist the student to identify and use appropriate behavior at all times.

Should additional intervention be necessary the following Student Code of Conduct has been adopted by the MMSD Board of Education which has the authority and the obligation to establish and enforce reasonable standards of behavior so that the rights of all students to feel safe and to learn without disruption are maintained.
I. CLASSROOM CODE OF CONDUCT

For certain misbehavior a student may experience consequences under both the I. Classroom Code of Conduct and the II. Student Conduct and Discipline Plan.

Schools must be places where effective learning can occur. Schools must maintain standards of conduct and discipline because students and school personnel have a right to a safe and orderly learning environment. Therefore, students are prohibited from engaging in behaviors which are illegal, life or health threatening, or which impede the orderly operation of the classroom or school. Prompt and effective disciplinary action must be taken to correct these behaviors.

Fairness requires that all students be treated in a consistent, objective, and non-discriminatory manner. However, the student's grade, maturity, performance in school, and his/her contrition, as well as the gravity of the offense, prior infractions, deterrence, protection of the school community, effectiveness of prior disciplinary intervention strategies, etc., may be factors that are considered that could warrant the use of a certain option including the penalty for a particular offense. Depending upon the above referenced factors and other factors, the minimum penalties for certain offenses set forth in this plan may be exceeded.

THE RIGHTS AND RESPONSIBILITIES OF STUDENTS AND PARENTS

Students and parents have rights that schools must observe, but they must also understand that personal responsibilities accompany individual rights. Furthermore, the rights of students must be viewed in relationship to the safety and welfare of the majority of students in the schools. Above all, schools must maintain adequate discipline to conduct a quality educational program.

STUDENT AND PARENT RIGHTS

1. The Right to an Education: Every citizen in the State of Wisconsin has a right to a free, public education, regardless of race, creed, color, sex, or national origin.

2. The Right to Due Process of Law: A student has the right to due process whenever disciplinary actions that deny the right to an education are imposed. These disciplinary actions are suspension or expulsion. Due process in a suspension case includes an explanation to the student of the reason for the suspension and the opportunity for the student to respond. Written notice to the parent or guardian of the suspension and the reason therefor will follow. Procedural due process, in cases of expulsion, includes a notice of charges, a hearing, and an opportunity to challenge or otherwise explain conduct.

3. The Right to Free Speech and Expression: All citizens are guaranteed self-expression by the First and Fourteenth Amendments of the United States Constitution.

4. The Right to Privacy - Property of Students: Students shall have privacy of personal possessions unless appropriate school personnel have reasonable cause to believe a student possesses any object or material which is or could be disruptive or are prohibited
by law or school policy. Guarantees of freedom from search and seizure of property are not unlimited, but must be balanced by the responsibility of the school to protect the safety and welfare of students. Lockers are the property of the school system on temporary loan and the principal may inspect student lockers per Board of Education policy 4132.

5. **The Right Not to be Discriminated Against**: Students shall have the right not to be discriminated against on the basis of the students’ sex, race, religion, origin, creed, pregnancy, marital or parental status, sexual orientation, gender identity, gender expression or physical, mental or learning disability. If a student or his/her parents feel that the student has been treated in a discriminatory manner, the student or his/her parents can contact the District’s Affirmative Action Officer to file a complaint or take other action.

**[NOTE]** The City of Madison defines gender expression in Madison City Ordinance Sec. 3.23 (2)(t) as follows:

*Gender Identity* is the actual or perceived condition, status or acts of 1) identifying emotionally or psychologically with the sex other than one’s biological or legal sex at birth, whether or not there has been a physical change of the organs of sex; 2) presenting and/or holding oneself out to the public as a member of the biological sex that was not one’s biological or legal sex at birth;

This means that gender identity refers to an individual’s fundamental sense of themselves as being male or female, masculine or feminine. Gender identity does not always correspond to biological sex.

The City of Madison’s Ordinance Sec. 3.23 (2)(t) continues its definition of gender identity with an explanation of what is referred to as gender expression.

3) lawfully displaying physical characteristics and/or behavioral characteristics and/or expressions which are widely perceived as being more appropriate to the biological or legal sex that was not one’s biological or legal sex at birth, as when a male is perceived as feminine or a female is perceived as masculine; and/or 4) being physically and/or behaviorally androgynous.

This means that gender expression refers to the things like clothing and behavior that manifest a person’s fundamental sense of themselves as masculine or feminine, and male or female. This can include but not be limited to dress, posture, hairstyle, jewelry, and vocal inflection.

It should be noted that, depending upon the nature of the offense, the police may be involved. An example of certain offenses for which the police may be involved include possession of a firearm, physical attacks, sexual assaults, bomb threats, arson, etc.

**BOE Revised 3/1/04**

**STUDENT RESPONSIBILITIES**

Students also have certain responsibilities, both as citizens and as members of the school community. These responsibilities are present whether the student is in the school building or traveling to or from school via transportation provided by the school system. In order to
guarantee these rights, each person must assume responsibility for his or her own behavior and refrain from infringing upon the rights of others.

1. **Active Participation**: Students have the responsibility of actively engaging in the serious business of learning. For example, they must attend school regularly and be on time. They must remain in class until excused, pay attention to instructions, complete assignments to the best of their ability, and exert every effort to achieve mastery of the lessons.

2. **Obedience to Laws and Rules**: The laws of society and school rules have been created to guarantee every person's rights. Students must assume personal responsibility for obedience to these laws and rules.

3. **Responsible Exercise of Free Speech and Expression**: While students have rights according to the First Amendment to express themselves they should express opinions in a manner which is not offensive, illegal, obscene, or inconsistent with the educational goals of the school. The rights of others should be respected, and there can be no interference with the orderly educational process.

4. **Avoidance of Illegal or Dangerous Items**: Students must not bring materials or objects to school or to school activities that are or could be disruptive or are prohibited by law or school policy. All non-essential educationally related items that are brought to school by students shall be stored in the students' lockers throughout the school day.

**PARENT RESPONSIBILITIES**

1. Support school officials in their efforts to develop and maintain well-disciplined schools
2. Teach the child socially acceptable standards of behavior
3. Teach the child to have respect for law, authority, and the rights and property of others
4. Teach the child to be accountable for his/her own actions and help the child to grow and develop into a self-controlled, self-disciplined citizen
5. Share the responsibility for student conduct with the school
6. Maintain an active interest in the student's school work and activities
7. Advocate for quality education for the child
8. Require prompt and regular attendance at school

**TEACHER RIGHTS**

**Removing a Student from Class**: A teacher may remove a student from the classroom/class for conduct or behavior which (a) violates the Classroom Code of Conduct or Student Conduct and Discipline Plan; (b) violates the behavioral rules and expectations set forth in the Student Handbook of the respective school; (c) is disruptive, dangerous or unruly; (d) otherwise interferes with the ability of the teacher to teach effectively; or (e) is incompatible with effective teaching and learning in the class.
TEACHER RESPONSIBILITIES

1. **Maintain an appropriate educational environment for the class as a whole:**
   
   Teachers have the responsibility to communicate behavior and academic expectations as clearly as possible.

2. **Be familiar with the IEP of any student in his/her classroom**

3. **Intervene in minor disruptions while maintaining classroom supervision** by interventions such as:
   
   - talking to the student
   - communicating with parents/guardians
   - referral to an appropriate support services staff person for assessment or intervention
   - sending a formal report of needed improvement to parents/guardians
   - withholding privileges
   - peer separation

4. **Follow Procedures for Temporary Removal of a Student From the Classroom**

   - Warn a student that continued misbehavior might lead to temporary removal from class, except where the behavior is extreme, then an immediate response is required
   - If determined that short-term removal is appropriate:
     - instruct the student to go to the principal or other designated staff for the period of removal with a call or a note of explanation, or
     - obtain coverage for the class and escort the student to the main office, or
     - seek assistance from other available staff and
     - within twenty-four hours of the removal, ensure that the parent has been notified and submit to the building principal or designee a short and concise written explanation of the basis for the removal

5. **Procedures for Long-Term Removal of a Student From the Classroom**

   After the teacher has removed the child from the class for the short-term and when the teacher believes that long-term removal is necessary, notify the building administrator in writing of:

   - a record of teacher interventions and parent/guardian contacts
   - the basis for the removal recommendation
   - the alternatives, approaches and other steps considered or taken to avoid the need for removal
   - the impact, positive and negative on the removed student
   - the impact, positive and negative on the rest of the class
ADMINISTRATOR RESPONSIBILITIES

1. **Follow Procedures for Short-Term Removal of a Student from the Classroom**
   - When the student arrives at the main office, give the student an opportunity to briefly explain the situation
   - Within 24 hours of the removal, ensure that a good faith effort has been made to inform the student’s parents by phone or in person that the student was removed from class; ensure that written notice of the incident which occurred is provided to parents within 72 hours specifying:
     - the class from which the student was removed
     - the duration of the removal
     - the basis for the removal as stated by the teacher and any consequences that were imposed
   - Ensure that the student is supervised during the short-term removal
   - Refer, if appropriate, to a support services staff person for assessment or intervention
   - Speak to the student, prior to allowing him/her to resume his/her normal schedule, to determine whether the student is or appears to be ready and able to return to class

2. **Follow Procedures for Long-Term Removal of a Student from the Classroom**
   - Consult with the teacher making the recommendation
   - Inform the student’s parents of the request and make a decision within the requisite laws (such as IDEA) and MMSD policies to:
     - return the student to the class, or
     - place the student in another instructional setting, or
     - place the student in another class in the school, or
     - recommend to the appropriate Assistant Superintendent placement of the student in an MMSD alternative education program (final placement will be determined by the Assistant Superintendent for Alternative Programs)
   - Meet with the parents within three business days of the long-term removal request and inform the parents and/or student:
     - the basis for the removal
     - the alternatives considered
     - the basis for any decision
   - Inform referring teacher of outcome

3. **Notify staff, students and parents of the Code of Conduct including both the I. Classroom Code of Conduct and II. The Student Conduct and Discipline Plan**
   - Annually meet with staff to arrive at a consensus regarding the implementation and application of this plan
   - Annually publish this plan in the student Handbook and on the MMSD web site
   - Provide a written brochure
DEFINITIONS

**Class / Classroom**
A class is any class, immediate area around a classroom door, meeting, or activity, which students attend, or any educational/school environment in which they participate under the control or direction of a school district employee/teacher.

**Teacher**
A person holding a license or permit issued by the state superintendent whose employment by a school district requires that he or she hold that license or permit.

**Long-Term Removal**
Removal from class for greater than one day. (Student may also be suspended from the school environment)

**Removal**
The act by the teacher of separating the student from the instructional provider to another supervised environment within the school setting for violation of the Code of Conduct.

**Short-Term Removal**
Removal from class for one day or less to another supervised area within the school setting.
II. STUDENT CONDUCT AND DISCIPLINE PLAN

THE RIGHTS AND RESPONSIBILITIES OF STUDENTS AND PARENTS

Students and parents have rights that schools must observe, but they must also understand that personal responsibilities accompany individual rights. Furthermore, the rights of students must be viewed in relationship to the safety and welfare of the majority of students in the schools. Above all, schools must maintain adequate discipline to conduct a quality educational program.

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It should be noted that, depending upon the nature of the offense, the police may be involved. An example of certain offenses for which the police may be involved include possession of a firearm, physical attacks, sexual assaults, bomb threats, arson, etc.
STUDENT RESPONSIBILITIES

Students also have certain responsibilities, both as citizens and as members of the school community. These responsibilities are present, for example, when the student is on school property, at a school-sponsored activity, under supervision by a school authority, or traveling to or from school via transportation provided by the school system. In order to guarantee these rights, each person must assume responsibility for his or her own behavior and refrain from infringing upon the rights of others.

1. Active Participation: Students have the responsibility of actively engaging in the serious business of learning. For example, they must attend school regularly and be on time. They must remain in class until excused, pay attention to instructions, complete assignments to the best of their ability, and exert every effort to achieve mastery of the lessons.

2. Obedience to Laws and Rules: The laws of society and school rules have been created to guarantee every person’s rights. Students must assume personal responsibility for obedience to these laws and rules.

3. Responsible Exercise of Free Speech and Expression: While students have rights according to the First Amendment to express themselves they should express opinions in a manner which is not offensive, illegal, obscene, or inconsistent with the rules or the educational goals of the school. The rights of others should be respected, and there can be no disruption to the educational process.

4. Avoidance of Illegal or Dangerous Items: Students must not bring materials or objects to school or to school-sponsored or school-supervised activities that are or could be disruptive or that are prohibited by law or school policy.

PARENT RESPONSIBILITIES

1. Support school officials in their efforts to develop and maintain well-disciplined schools.

2. Teach the child socially acceptable standards of behavior.

3. Teach the child to have respect for law, authority, and the rights and property of others.

4. Teach the child to be accountable for his/her own actions and help the child to grow and develop into a self-controlled, self-disciplined citizen.

5. Share the responsibility for student conduct with the school.

6. Maintain an active interest in the student's school work and activities.

7. Advocate for quality education for the child.

8. Require prompt and regular attendance at school.

BOE Revised: 5/19/08

STUDENT CONDUCT AND DISCIPLINE PLAN

Schools must be places where effective learning can occur. Schools must maintain standards of conduct and discipline because students and school personnel have a right to a safe and orderly learning environment. Therefore, students are prohibited from engaging in behaviors which are illegal, life or health threatening, or which impede the orderly operation of the
classroom or school. Prompt and effective disciplinary action must be taken to correct these behaviors.

Fairness requires that all students be treated in a consistent, objective, and non-discriminatory manner. However, the student’s grade, maturity, performance in school, and his/her contrition, as well as the gravity of the offense, prior infractions, deterrence, protection of the school community, effectiveness of prior disciplinary intervention strategies, etc., may be factors that are considered that could warrant the use of a certain option including the penalty for a particular offense. Depending upon the above referenced factors and other factors, the minimum penalties for certain offenses set forth in this plan may be exceeded.

Behavioral interventions which may be used by local schools to correct misbehavior include, but are not limited to: verbal reprimand, special assignments (constructive), notifying parent by phone or letter of student’s misbehavior, student mediation, behavioral contracts, “fix-it” plans and other restorative measures, detention, conference with student and/or parents, loss of class or school privileges, restitution and merits/demerits.

**The following are examples of disciplinary options which may be used when other interventions have been unsuccessful:**

1. **Time Out - Including Detention:** (Temporary removal of the student from the classroom to another supervised setting within the school.)

2. **In-School Suspension:** (Reassignment of the student from the classroom to in-house suspension.)

3. **Program Adjustment:** (a) Reduction/revision of schedule; b) Assignment of a student to another school or program; c) Homebound instruction; etc.)

4. **Out-of-School Suspension:** (Removal of a student from school for a period of up to five days, except that if an expulsion hearing has been scheduled, the suspension may be extended up to an additional 10 days. While the student is suspended from school, homework assignments may be completed for credit.)

5. **Expulsion:** (Removal of a student from school for a period of one day up to a permanent expulsion. Generally, an expulsion results in loss of educational services for the period of expulsion.)

**The Student Conduct and Discipline Plan defines four levels of behaviors with potential consequences to the student:**

I. **Level One Misconduct.** (Disciplinary options 1, 2, 3 and potentially 4 listed above).

II. **Level Two Misconduct.** (Disciplinary options 1, 2, 3 and potentially 4 listed above).

III. **Level Three Misconduct.** (Primarily disciplinary option 4, and potentially option 5 listed above, with variations among elementary, middle and high school levels and with other options and interventions secondary).

IV. **Level Four Misconduct.** (Primarily disciplinary options 4 and 5, listed above, with variations among elementary, middle and high school levels and with other options and interventions secondary).

**Alternatives to Suspension:** Particularly for violations of rules set forth in Level One or Level Two, alternatives to suspension, including various classroom-level and in-school interventions, may be used when appropriate.
STATUTORY JURISDICTION FOR SUSPENSION:

A pupil may be suspended from school for any of the following reasons: (1) Noncompliance with established school rules, including School Board rules; (2) Knowingly conveying any threat or false information concerning an attempt or alleged attempt being made or to be made to destroy any school property by means of explosives; (3) Conduct by the pupil while at school or while under the supervision of a school authority that endangers the property, health or safety of others—including the making of a threat to the health or safety of a person or the making a threat to damage property; or (4) Conduct while not at school or while not under the supervision of a school authority that endangers the property, health or safety of others at school or under the supervision of a school authority or endangers the property, health or safety of any employee or school board member of the school district in which the pupil is enrolled—including the making of a threat to the health or safety of a person or the making a threat to damage property.

STATUTORY JURISDICTION FOR EXPULSION:

1. The SCHOOL BOARD may expel a pupil from school whenever it finds the pupil guilty of repeated refusal or neglect to obey the rules, or finds that a pupil knowingly conveyed or caused to be conveyed any threat or false information concerning an attempt or alleged attempt being made or to be made to destroy any school property by means of explosives, or finds that the pupil engaged in conduct while at school or while under the supervision of a school authority which endangered the property, health or safety of others, or finds that a pupil while not at school or while not under the supervision of a school authority engaged in conduct which endangered the property, health or safety of others at school, or under the supervision of a school authority or endangered the property, health or safety of any employee or school board member of the school district in which the pupil is enrolled, and is satisfied that the interest of the school demands the pupil's expulsion.

2. In addition to the grounds set forth in paragraph 1 above, and for any other reason provided by law, the school board may expel from school a pupil who is at least 16 years old if the school board finds that the pupil repeatedly engaged in conduct while at school or while under the supervision of a school authority that disrupted the ability of school authorities to maintain order or an educational atmosphere at school or at an activity supervised by a school authority and that such conduct does not constitute grounds for expulsion under paragraph 1, and is satisfied that the interest of the school demands the pupil’s expulsion.

APPLICATION OF THE PLAN: This Plan applies to all schools, alternative educational programs and alternative school sites in the District and shall be published and made available to parents and students. Consequences for conduct may be imposed in connection with behaviors that occur within the scope of the District’s disciplinary jurisdiction, including but not limited to behavior that occurs in connection with any school-sponsored activity or while using school-provided transportation. Individual schools may develop and publish rules governing conduct that is not otherwise covered by the Student Conduct and Discipline Plan, and such additional school-based rules shall be considered “Level One” conduct rules.

Nothing in the Student Conduct and Discipline Plan shall be construed to require a disciplinary removal pending expulsion, an expulsion recommendation and/or an expulsion hearing when a specific incident involves a student with a disability and where it is determined through a formal administrative process that the interests of the school do not demand expulsion; or (2) through a formal IDEA manifestation determination that (1) the conduct in question was caused by, or had a direct and substantial relationship to, the student’s disability; or (2) the conduct was a direct result of the school’s failure to implement the IEP. In such circumstances, consistent with the IDEA and state law, there shall be appropriate and timely follow-up to review the student’s IEP and/or Behavior Intervention Plan in response to the incident. The actual days of suspension for a student with a disability, in all cases, shall be consistent with the IDEA requirements regarding “removals” and changes in educational placement.
When a student is referred for possible expulsion at the school level, the Superintendent or an instructional Assistant Superintendent may, upon review of the totality of the circumstances involved in the referral and consideration of the interests of the school, withdraw, modify or implement the recommendation for possible expulsion. The superintendents' authority to withdraw a recommendation for expulsion (including any associated period of suspension) includes withdrawals for procedural concerns, due to concerns about adequate proof of grounds for expulsion, or due to the conclusion that the interests of the school do not demand expulsion. In cases where an expulsion recommendation proceeds to a hearing, the Superintendent or designee shall also consider the totality of the circumstances involved in the conduct when making a specific recommendation as to the length of the proposed expulsion and the proposed timing and conditions of any opportunity for early readmission that may be recommended.

EXPULSION ABEYANCE (PHOENIX PROGRAM):

The Phoenix Program serves as an alternative to the expulsion process. Students who are eligible to participate in the Phoenix Program and who opt to participate in the Program will have their expulsion case placed on a conditional hold (held in abeyance) pending their successful completion of the Phoenix Program. Upon successful completion of the Phoenix Program, a student shall be permitted to return to his/her school of regular attendance or, in the case of special education students, to the educational placement identified in his/her IEP. In the event that a student does not fulfill the terms of the Phoenix Program, the student may be revoked from the Program or the student's term of participation may be extended. If a student is revoked from the Phoenix Program, meaning his or her participation in the Program is terminated, the expulsion process that was on a conditional hold will proceed and the student may be expelled following a hearing. In order to participate in the Phoenix Program, the offending student and his/her parent or guardian must agree to the terms and conditions associated with such participation and must submit the Phoenix Program Participation Agreement. The Phoenix Program will not be offered to a student who engaged in an activity involving the following violations:

1) aggravated sexual assault (Violation 407)

2) possession or use of a firearm (Violation 401(d))

3) possession of any weapon combined with any threat to use, attempt to use or actual use to cause harm (see Violation 401(c))

4) possession of a bomb or other explosive device combined with the actual or attempted detonation of the bomb/device (see Violation 405)

5) intentional use of force against a staff member, or non-staff member adult who is legitimately exercising authority when the aggravating factor of significant bodily injury and/or substantially endangers the health and safety of others is present (Violation 403)

6) non-consensual sexual contact/sexual assault, when an aggravating factor is present (Violation 303)

7) possession of a weapon, except a firearm, BB gun or pellet gun, where there was no intent to cause harm to another, threat to cause harm to another, attempt to cause harm to another or transfer of said weapon, second offense (see Violation 401(a)(ii))
8) possession of a weapon by a student who knowingly transfers or intentionally provides access to the weapon to another person (other than giving the weapon to an adult for safety) (Violation 401(e))

EXPUNGEMENT OF EXPULSION FROM STUDENT'S INDIVIDUAL SCHOOL RECORD:

A student’s record of expulsion may be expunged in accordance with the procedure set forth below and in BOARD Policy 4047 (Expungement).

1. A student may petition the SUPERINTENDENT or designee to expunge his/her record of expulsion no earlier than the last 60 school days of the student's junior year in a Madison Metropolitan School District (MMSD) school if (1) he/she has not violated MMSD Suspension Codes sections 401b or 401c if the student harmed another with the weapon or knife, or sections 401d, 403, 405, or 407; (2) he/she has not been suspended or recommended for expulsion since the student's return from expulsion; (3) he/she since returning from being expelled has earned a cumulative grade point average of at least 2.0 as documented by the MMSD, or is in good standing in an MMSD alternative program, as determined by the SUPERINTENDENT or designee; and (4) he/she has not had more than an average of 10 unexcused absences each year after returning from being expelled.

2. The petition shall include: (A) information as to why the non-removal of the expulsion record would be detrimental or an undue hardship to his/her future opportunities such as enrollment in a post secondary school, entrance into the military service, employment in a particular job or jobs, etc.; (B) a letter supporting expungement from at least one administrator from the school in which the incident that lead to the expulsion occurred, a letter from two professional staff members from the MMSD, and at least one letter from two other individuals. Such letters should include why the person feels that the student's expulsion record should be expunged.

3. If the SUPERINTENDENT or designee grants the student's request for expungement, such expungement shall be effective on the date on which the SUPERINTENDENT approves the expungement.

4. Expungement is defined as the removal from the student's individual school record the documentation of the expulsion. Expungement does not apply to District records, records sent to another school or school district, or if a student is referred for an expulsion a second time.

5. Should a student be suspended or expelled subsequent to the expungement of his/her expulsion record, the expulsion record shall be reinstated.

6. Expungement means that any information about the expulsion in the student's individual school records is expunged and that the school's administrative staff and guidance department staff will not disclose any information concerning the expulsion.

7. Legal Counsel shall include in his/her correspondence to the student and his/her parent(s), at the time of his/her recommendation for expulsion and during the last 60 days of his/her junior year, (1) a copy of the Expungement Policy and (2) a Notice that the student's expulsion record may be expunged in accordance with such Policy.
8. The SUPERINTENDENT or his/her designee shall send to the student and his/her parent(s) a letter stating that in accordance with the BOARD's Expungement Policy, the student's expulsion record has been expunged.

9. When an order of expulsion of a student is reversed by the State Superintendent of Public Instruction or a court, and such reversal is not appealed by the BOARD, the student's record shall be expunged in accordance with paragraphs 4, 6 and 8 above.

**SURRENDER FOR SAFETY:**

A pupil who possesses a knife or other cutting instrument, weapon or object that may be used as a weapon, or other inappropriate item/material, and surrenders it to a school staff member, before being discovered in possession of said object may or may not be subject to discipline. An investigation will occur into the circumstances involving the possession and surrender of the knife or other cutting instrument, weapon or object that may be used as a weapon, or other inappropriate item/material, and a decision will be made whether to discipline the pupil, or not, after a consultation between the Principal and the appropriate Assistant Superintendent.

**DEFINITIONS:**

As used in the Student Conduct and Discipline Plan, the following terms or phrases shall be defined as follows:

1. Under all Rules specified within “Level Four” that involve the “intentional use of force” against a staff member or other non-staff adult (i.e., Rules 403, 431, and 432):
   a. These Rules cover the “intentional” and “unintentional” use of force against a staff member and a non-staff member adult who in situations involving SC & DP sections 328, 403, 431, and 432. The “intentional” use of force occurs when the student's intended target of the force is a staff member or non-staff member adult that was the actual recipient of the force utilized. The “unintentional” use of force occurs when the student's intended target of the use of force was someone other than the staff member or non-staff member adult, for example another student, but the use of force ended up making physical contact with the staff member or non-staff member adult.
   b. These Rules shall not be applied by an Asst. Superintendent, Superintendent, or the Superintendent's designee who determines after an investigation that a student's use of force was inappropriately provoked by actions of the staff member or non-staff member adult that were unreasonable under the circumstances and that would be reasonably likely to incite a response that includes the type of intentional use of force that is at issue.

2. The phrases “intent” and/or “intends” for purposes of applying Rule 401.a.i, Rule 401.c and Rule 412 shall have a meaning similar to state penal law and shall mean that a student either has a purpose to do the thing or cause the result specified, or is aware that his or her conduct is practically certain to cause that result.

3. The phrase “party to the prohibited behavior(s)” means a student who willfully (i.e., not under compelling duress or coercion) participates in or otherwise actively plans or facilitates any of the behaviors prohibited by the Student Conduct and Discipline Plan. A student who is a “party to prohibited behavior(s)” may be charged with any of the prohibited
behaviors that occur in connection with the student’s participation, planning or facilitation. For example, if a student acts as a “lookout” for two other students who violate Rule 401.c and who are recommended for expulsion, the “lookout” may also be charged with a violation of Rule 401.c and recommended for expulsion as a party to the prohibited behaviors, even if the “lookout” did not specifically know that others involved in the conduct were going to threaten a separate student with a weapon.

4. The phrase “possession of a weapon” for purposes of applying Rule 401.a and Rule 411, shall not be construed to include the possession of a knife, cutting instrument, or other similar object that has been authorized by and/or provided to students by the school for a legitimate educational purpose (e.g., cutting instruments used for science labs or art projects) provided that the student uses the object solely for its limited and authorized purpose(s).

5. The term “property damage” shall mean the destruction, defacement or damaging of school property or equipment; staff property or equipment; student property or equipment; or the property or equipment of others who are on the premises of the school or who have left their property or equipment on school premises. The term “property damage” shall not be applied to accidental property damage so long as the property damage was not a reasonably foreseeable consequence of a student’s reckless conduct or intentional misconduct. For purposes of the Rules prohibiting property damage, the value of property that is damaged may be measured at its repair or replacement costs.

6. The phrase “protected status” means sex, race, national origin, ancestry, creed/religion, pregnancy, marital or parental status, sexual orientation, gender identity, gender expression, or physical, mental, emotional or learning disability and also includes any other protected status expressly defined in any state, federal or local law, regulation or ordinance as may be applicable under the specific circumstances. A “protected status” may apply to other students, staff, school visitors or other persons.

7. Whenever a student is recommended for expulsion, in addition to imposing a suspension, solely for a violation of Rule 401.a.i, the decision to recommend expulsion shall be based on an assessment of at least the following factors:
   a. the nature and type of the weapon;
   b. the circumstances under which the weapon was discovered;
   c. the extent to which there is evidence that the possession was (or was not) inadvertent;
   d. the extent to which there is evidence that the student held a sincere and good-faith belief that the object was possessed for some legitimate purpose, even where that belief is incorrect; and
   e. the degree of the threat to the health and safety of persons within the MMSD’s jurisdiction under all of the facts and circumstances.

In the event that a Principal recommends expulsion solely for a violation of Rule 401.a.i, the Principal’s report shall include an assessment of each of the factors above, and the Assistant Superintendent for Middle Schools and High Schools (or, in his/her absence, another central-office administrator designated by the Superintendent), shall review the report and approve the recommendation.

8. The term “school” when used as a noun to denote a place or property, shall be inclusive of all MMSD properties and other places or properties legitimately within the MMSD’s disciplinary jurisdiction.
9. The term “staff,” whenever used in the Student Conduct and Discipline Plan, shall be interpreted to encompass, among others, all MMSD employees and the members of the School Board.

10. The term “weapon,” means a device, instrument, material, or substance, animate or inanimate that is used for, or is readily capable of, causing death or serious bodily injury. (e.g. pistols, rifles, shotguns, regardless of whether exploding powder or air is used to propel its ammunition; bow and arrows; BB guns; paint-ball guns; pellet guns; brass knuckles; knife (“knife” refers to knives of all types, without regard to blade length); and cutting instrument (“cutting instrument” refers to all objects that have as their primary intended purpose being an object utilized to cut something (e.g. box cutter, carpet cutter, razor blades, straight razor, is an illustrative but not exhaustive list)).

NOTE: Where sequential numbers are skipped in the list of “MMSD Suspension Codes” (the Level I through Level IV conduct rules specified below), the gaps reflect order to help with comparison of year-to-year data.

BOE Revised: 03/26/12
III. Behavior Violations

**BE SAFE     BE RESPECTFUL     BE RESPONSIBLE**

The Student Behavior Expectations and Consequences is based on three (3) district-wide expectations: Be Safe, Be Respectful and Be Responsible.

When these expectations are not met, the Code of Conduct requires that prompt and appropriate interventions are implemented to first restore order and safety in the classroom or school environment with the ultimate goal of problem solving with a student and teaching the appropriate behavior.

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1. **Attendance/Tardiness**
   - **109 Tardiness**
     - Arriving at school or class after the designated time or failure to attend a scheduled class or activity, while at school, without permission (to include not being in the location of the scheduled class or activity, without permission).

2. **Possession of unauthorized items**
   - **116 Possession of any non-educationally required device, electronic or otherwise, unless the possession has been preauthorized by a staff member, that detracts from and/or disrupts learning of oneself, or others, is prohibited (see definition). All non-educationally required devices will be “off” while in school or away from school while under the supervision of school staff, unless approval has been given to turn the power on for the device. Cell
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| **Possession of unauthorized items (cont.)** | | | |
| phones will be “off” at all times while in school, unless prior approval has been secured from a staff member to have the phone “on.” | | | |

| **3 Inappropriate Clothing** | **107** | | **218** |
| Dress Code - Dressing or grooming in a manner which disrupts or may disrupt teaching or learning or which poses a risk to security, health or safety. | | Cheating -- Using, submitting, obtaining or attempting to obtain data, questions, or answers dishonestly, by deceit, or by means other than those authorized by the teacher. Submitting the work of others as your own and plagiarism are forms of cheating. | |

| **4 Cheating/ Academic Dishonesty** | **218** | | |
| | Cheating -- Using, submitting, obtaining or attempting to obtain data, questions, or answers dishonestly, by deceit, or by means other than those authorized by the teacher. Submitting the work of others as your own and plagiarism are forms of cheating. | | |

<p>| <strong>5 Forgery</strong> | <strong>219</strong> | | |
| Forgery--Writing the name of another person to be represented as a writing or original signature of that other person or altering without authority any written record or document (such as times, dates, grades, passes or permits). | | | |</p>
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<th>6 Gambling</th>
<th>220 Gambling</th>
<th>113 Throwing Objects</th>
<th>322 Using an object to threaten to cause harm to another, intending to use an object to cause harm to another, attempting to use an object in an effort to cause harm to another, or using an object to cause harm to another. This includes the intentional or reckless throwing/releasing of any object that is reasonably capable of causing injury either at or in the immediate vicinity of another person where there is also evidence that the behavior took place in the course of otherwise disorderly, defiant, or threatening behavior.</th>
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<td>Playing any game of chance or skill for money or items of value.</td>
<td>Intentionally throwing or otherwise releasing any non-authorized object (including a snowball) that is reasonably capable of causing a disturbance, injury, or property damage, but without intent to cause and without actually causing a disturbance, injury or property damage.</td>
<td>Throwing or otherwise intentionally releasing any non-authorized object as defined in Violation 113, and the object makes or causes physical contact with any person but does not cause any injury or property damage.</td>
<td>Using an object to threaten to cause harm to another, intending to use an object to cause harm to another, attempting to use an object in an effort to cause harm to another, or using an object to cause harm to another. This includes the intentional or reckless throwing/releasing of any object that is reasonably capable of causing injury either at or in the immediate vicinity of another person where there is also evidence that the behavior took place in the course of otherwise disorderly, defiant, or threatening behavior.</td>
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<th>8 Inappropriate Language and/or Expression</th>
<th>106 Profanity-Swearing, cursing, or making obscene gestures, excluding profanity directed toward a staff member or other adult.</th>
<th>206 Verbal, written and non-verbal threats to a student, staff member, or other individual who is present or acting within the school's jurisdiction where there is no imminent danger or reasonable apprehension of bodily harm.</th>
<th>310 Serious threats to a student, staff member, or other individual who is present or acting within the school's jurisdiction. Serious threats include intentionally engaging in conduct that places another person in reasonable apprehension of bodily harm, and such threats may involve non-verbal aggression/ intimidation or verbal or written statements. Very serious acts of non-physical bullying/harassment,</th>
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<td>Verbal insults or verbal put-downs of others.</td>
<td>Profanity/verbal abuse/obscene gestures - profane or obscene language, written or verbal, or obscene gestures, directed toward school personnel or any other adult member of the school community.</td>
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**Inappropriate Language and/or Expression (cont.)**

- **9 Disruptive and Uncooperative Behaviors**
  - **112 Disruption-**Acting in a disorderly manner that disrupts the school or any school-sponsored or school-supervised activity.
  - **203 Trespassing—**Being in a school building or on school grounds without permission or refusing to comply with a request to leave school premises.
  - **204 Insubordination-**Knowingly refusing to comply with school rules or with instructions of school authorities, including lying to a staff member or other school authority
  - **221 Taunting, baiting, inciting and/or encouraging a fight, a disruption, or other violation of school rules.**
  - **301 Volatile Acts—**Disorderly, violent, or threatening conduct of a serious nature that disrupts school, a school-sponsored activity, or a school-supervised activity held off school premises.
  - **311 Repeatedly engaging in conduct by a student at least 16 years old who disrupts the ability of school administrators to maintain order or an educational atmosphere (as provided under state law).**
  - **316 Any other inappropriate or illegal act which directly or indirectly jeopardizes the health, safety or property of a school, the school district, school personnel, other students, one's self, or other individuals who are present or acting within the school's jurisdiction.**
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### 10 Bullying/ Harassment

327 Non-physical acts of bullying/harassment by an individual.

a) Bullying:

Examples include, but are not limited to: (1) limiting another person’s freedom of movement; (2) intimidating another person; (3) verbally abusing another person; (4) engaging in communication with another person with the intent of encouraging the other person to shun yet another person; (5) forcing or attempting to force an unwilling person to act in a manner that she or he does not want to act; or (6) threatening to inflict physical, emotional or mental harm or suffering on another individual or group of individuals.

b) Harassment:

Engaging in any of the behaviors identified as (1) through (6) above, coupled with the fact that said behavior was motivated in part or whole because of the affected person’s protected class status or perceived protected class status.

329 Physical acts of bullying/harassment by an individual.

a) Bullying:

Examples include, but are not limited to: (1) physically limiting another person’s freedom of movement; (2) physically
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Bullying/ Harassment (cont.)

- Bullying:
  - (a) Intimidating another person; (b) Physically and verbally abusing another person; (c) Physically forcing or attempting to force an unwilling person to act in a manner that she or he does not want to act.
- Harassment:
  - Engaging in any of the behaviors identified as (a) or (b) above, coupled with the fact that said behavior was motivated in part or whole because of the affected person’s protected class status or perceived protected class status.
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<td>214</td>
<td>308 – Secondary</td>
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<td>Group-related/ Gang-related Activity</td>
<td>Engaging in or participating in any way in a non-violent and non-physical act of harassment, bullying, intimidation, coercion, or extortion, as part of gang activity or as part of a group of two or more persons.</td>
<td>Engaging in or participating in any way in any physical or violent act of intimidating, coercion, or extortion as part of gang activity or part of a group of two or more persons.</td>
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<td>209</td>
<td>307</td>
<td>403 – Secondary</td>
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<td>Inappropriate Physical Contact (non-sexual)</td>
<td>Hitting, slapping, pushing, tripping, shoving, kicking, spitting or any other inappropriate physical act of aggression by one student directed at another student that does not involve bullying, harassment or part of gang activity or as part of a group of two or more students and that does not rise to the level of a fight or physical attack.</td>
<td>Physical attack against a student or other person(s), other than a staff member or non-staff member adult who is legitimately exercising supervisory authority at school or during any school activity. Preschool-2nd Grade: Discretion of the Principal shall be used for the first offense in which the Principal may have a parent conference, suspend the student, provide counseling to the student, etc. For the 2nd and subsequent offenses, the Principal may suspend the student and may recommend expulsion. If there is a recommendation for expulsion, the student</td>
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<td>431 – Elementary</td>
<td>Intentional or unintentional use of force directly against or affecting a staff member of MMSD, or any non-staff member adult who is legitimately exercising authority at school or off school property while still under the supervision of school authority, where there is no evidence of inappropriate provocation by the staff member or non-staff member.</td>
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**Inappropriate Physical Contact (non-sexual) (cont.)**

shall be suspended for an initial period of five days.

432- Elementary
Intentional or unintentional use of force directly against or affecting a staff member of MMSD, or a non-staff member adult who is legitimately exercising authority at school or during any school activity
Third-5th Grade: The Principal shall suspend for up to three days for the first two violations. For the third and subsequent violations, the Principal shall suspend for five days and may recommend for expulsion. If there is a recommendation for expulsion, the student shall be suspended for five days.

309
Fighting.

328
The unintentional use of force directly against or affecting a staff member of MMSD or any non-staff member adult who is legitimately exercising authority at school or away from school while under the supervision of school authority.

**13 Inappropriate Use of Technology**

217
Inappropriate use of the School District’s Computerized Communication System (System) includes, but is not limited to: sending or attempting to send a message

323
Serious misuse of the District’s Computerized Communication System (System) includes, but is not
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**Inappropriate Use of Technology (cont.)**

- That threatens to harm any person or any person’s property; sending or attempting to send an annoying, abusive, frightening, threatening, defamatory, intimidating, offensive, harassing, etc., message or a discriminatory message based upon a protected status (e.g., race, gender, sexual orientation); sending or attempting to send a message that contains obscene, lewd, vulgar, profane language, etc.; sending a message anonymously or using someone else’s name to send a message; using the System to plagiarize by downloading information and submitting, claiming or using it as one’s own work; using the System to engage in unauthorized non-school related correspondence or activities; accessing, reviewing, uploading, downloading, storing, printing, posting, distributing, or attempting to distribute sexually explicit, lewd, obscene material, etc.; using the System for political or commercial purposes; sending a message in which the student falsely indicates that he/she is representing an individual school or the School District. This section covers the inappropriate use of non-District computer resources where the inappropriate use invokes the disciplinary jurisdiction of the District.
- Limited to: disrupting or attempting to disrupt the operation of the System; interfering or attempting to interfere with the ability of other users to effectively use the System; damaging, destroying, modifying or attempting to damage, destroy or modify computer data or programs, including the hardware and software components of a computer or computer system, etc.; accessing and/or posting or attempting to access and/or post restricted confidential information such as a person’s social security number, student records, passwords, data, messages, etc.; disclosing or attempting to disclose restricted access codes or other restricted access information to unauthorized persons; placing a virus or keylogging software application on the System; hacking or attempting to hack into the System to, for example, change a student’s grade, an employee’s salary, etc.; using or attempting to use the System to engage in any illegal conduct. This section also covers the serious misuse of non-District computer resources where the use invokes the disciplinary jurisdiction of the District.
<table>
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<td>14 Failure to respect materials, property of others</td>
<td>105 Littering – Throwing paper, trash or other materials on the floor inside school building or on school grounds</td>
<td>222 Property Damage: Property damage where the total value of the property affected is no more than $200.</td>
<td>408 Aggravated Theft or Major Theft: Theft (defined in 213) or Major Theft (defined in 319) is considered “aggravated” when the theft or major theft, or the attempted theft or major theft, involves the use of a weapon or the use of physical force.</td>
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<td>213 Theft - Stealing the money or property of another that is valued at no more than $200.</td>
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<td>313 Major Property Damage -- Property damage where the total value of the property affected is more than $200; or property damage, regardless of value, where either (1) the property that is damaged is selected in whole or in part based on the actor’s belief or perception regarding the race, religion, color, disability, sexual orientation, national origin, or ancestry of the owner of the property; or (2) the manner in which the property is damaged is selected in whole or in part with intent to demean, intimidate, or communicate animosity toward any person or group of persons based upon the actor’s belief or perception regarding the race, religion, color, disability, sexual orientation, national origin, or ancestry of the owner(s) of the property.</td>
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<td></td>
<td>319 Major Theft – Stealing the money or property of another that is valued at more than $200.</td>
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<td>305 False Alarms -- Activating the school’s fire and/or other alarm systems, reporting a fire when no fire exists, or making a false alarm call to 911.</td>
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**False Alarms/Bomb Threats (cont.)**

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<th>214</th>
<th>325</th>
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</thead>
<tbody>
<tr>
<td>Making a bomb threat, or threatening to set off an explosive device when the pupil does not actually have a bomb or explosive device, and where there was no significant safety risk or loss of instructional time.</td>
<td>Possessing pornographic material or observing pornographic material.</td>
<td>Possessing, making, transmitting or disclosing any image of any student, minor, staff member, parent, school volunteer or other adult with supervisory authority in a nude or partially nude state, regardless of consent.</td>
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</table>

**16 Sexual, explicit, obscene or lewd materials**

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<tr>
<th>224</th>
<th>324</th>
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<tr>
<td>Making, transmitting or distributing any recording that has not been approved by or authorized by the school (excluding any secret or hidden recording) of the voice or image of any other student, staff member or other person in any non-emergency situation and without the consent of the person(s) so recorded.</td>
<td>Making, transmitting or distributing any secret or hidden recording of the voice or image of any other student, staff member or other person in any non-emergency situation.</td>
</tr>
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</table>

**17 Recordings/images of another person**

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<tr>
<th>216</th>
<th>26</th>
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</thead>
<tbody>
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<td>Indecent Exposure (i.e., publicly displaying one's private parts).</td>
<td>Removing or adjusting, or attempting to remove or adjust, the clothing of another person (including, for example, pulling down another student's</td>
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</tbody>
</table>

**18 Indecent Exposure**
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Indecent Exposure (cont.)

19 Inappropriate Touching and/or Sexual Contact

- 303 Non-Consensual Sexual Contact / Sexual Assault -- Intentionally and with the specific purpose of touching, either directly or through clothing, the intimate parts of another person with any body part or object.
- 321 Consensual Sexual Activity – Participation in consensual sexual conduct, or other inappropriate consensual sexual contact
- 451–Elementary Aggravated sexual assault: A violation of section 303 that involves the use of a weapon, force, threat, or coercion.
  - (a) Pre-school – 2nd Grade: For the first violation the Principal may suspend for up to five days and may recommend for expulsion. Second and subsequent violations the Principal shall suspend for up to five days and may recommend for expulsion.
  - (b) 3rd – 5th Grade: For the first violation the Principal shall suspend for five days and may recommend for expulsion.
- 407 – Secondary Aggravated sexual assault, (1) Forcing a person to touch the intimate parts of another person, either directly or through clothing; (2) initiating other non-consensual physical contact that is done for the purpose of sexually degrading the other person, or sexually arousing or satisfying the pupil initiating the contacts; or, (3) engaging in “non-consensual sexual contact/sexual assault” with an elevating factor such as use of a weapon, force, threat, or coercion.
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**Inappropriate Touching and/or Sexual Contact (cont.)**

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**20 Tobacco**

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<tr>
<td>108 Possessing any tobacco product, or igniter (e.g., cigarette lighter).</td>
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<td>201 Use of tobacco.</td>
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**21 Alcohol & Drugs**

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<td>314 Possession of an imitation controlled substance.</td>
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<td>402 – Secondary (a) Bringing alcohol to school, or a location where the school district has jurisdiction, and possessing and distributing the alcohol to another student, and/or (b) Bringing any drug (defined in 318) to school, or a location where the school district has jurisdiction, and distributing the drug to another student, or possessing any drug, with there being evidence of an intent to transfer the drug to another person or to participate in a drug transaction.</td>
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<td>317 Possession of alcohol or being under the influence of any alcoholic beverage.</td>
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<td>406–Secondary (a) Participating in a transaction, or any portion of a transaction, involving alcohol, whether as the seller, purchaser, or intermediary facilitating the transaction. (b) Participating in a transaction, or any</td>
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**Alcohol & Drugs (cont.)**

330 Possession and distribution of alcohol and drugs (defined in 318), not part of a transaction.<br>(a) Individuals who take possession of alcohol, from another, while on school property, or off school property while still under the supervision of school authority, and possess and distribute the alcohol to another student shall be in violation of this section;<br>(b) Individuals who take possession of any drug, from another, while on school property, or off school property while under the supervision of school authority, and possess and distribute the drug(s) to another student shall be in violation of this section.<br>420–Elementary Possession and distribution of alcohol and/or drug(s) (as defined in section 318), whether as part of a transaction or not: <br>a) Individuals who possess an alcohol beverage (examples of portion of a transaction, involving drugs, whether as the seller, purchaser, or intermediary facilitating the transaction.
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Alcohol & Drugs (cont.)

include but are not limited to beer, wine, wine coolers, liquor, etc.) coupled with (1) actual distribution of the alcohol beverage or (2) evidence of an intent to distribute the alcohol to another person or to participate in any portion of a transaction shall be in violation of this section.  
(1) Preschool – 2nd Grade: The Principal may suspend for up to five days and may recommend for expulsion, in which case the student shall be suspended for five days.  
(2) 3rd – 5th Grade: For the first violation the Principal must suspend for up to five days and may recommend for expulsion.  For the second and subsequent violation, the Principal must suspend for five days and must recommend for expulsion.  
b) Individuals who possess a drug (as defined in section 318), coupled with (1) actual distribution of the drug or (2) evidence of an intent to distribute the drug to another person or to participate in any portion of a transaction shall be in violation of this section.  
(1) Pre-school – 2nd Grade: The Principal may suspend for up to five days and may recommend for expulsion, in which case the student shall be suspended for five days.  
(2) 3rd – 5th Grade: For the first violation the Principal must suspend for up to five days and may recommend for expulsion.  For the second and subsequent violation, the Principal must suspend for five days and must recommend for expulsion.
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**Alcohol & Drugs (cont.)**

- case the student shall be suspended for five days.
- (2) 3rd – 5th Grade: For the first violation the Principal must suspend for up to five days and may recommend for expulsion. For the second and subsequent violation, the Principal must suspend for five days and must recommend for expulsion.

**22 Weapons**

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<tr>
<th>210</th>
<th>315</th>
<th>401</th>
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<tr>
<td>Possession of a toy weapon other than a toy or imitation gun/firearm, where the toy weapon is not used to threaten, intimidate, harm or cause a disruption.</td>
<td>Possession of any toy or imitation gun/firearm that is not otherwise defined as a “weapon” within the Student Conduct and Discipline Plan, or possession of any toy weapon that is used to threaten, intimidate, harm or cause a disruption.</td>
<td>Secondary Weapon Violations</td>
</tr>
<tr>
<td>Possession of a BB gun or pellet gun, where there was no intent to cause harm to another with the weapon, and who has not threatened to cause harm to another with the weapon, and whose weapon, that he/she possessed, has not been transferred or made available to another person per Section 401.e, shall be suspended for five days and may be recommended for expulsion.</td>
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<tr>
<td><strong>411.- Elementary</strong> Student in possession of a knife, or other cutting instrument, or other weapon, except a firearm, and the student neither uses or threatens to use such knife, or other cutting instrument, or other weapon to cause harm to another:</td>
<td><strong>a.</strong> i.A middle or high school student who is determined to be in possession of a weapon, except a firearm, pellet gun, or BB gun, where there was no intent to cause harm to another with the weapon, and who has not threatened to cause harm to another with the weapon, and whose weapon, that he/she possessed, has not been transferred or made available to another person per Section 401.e, shall be suspended for five days and may be recommended for expulsion. ii. 2nd or Subsequent Offenses: The pupil shall be recommended for expulsion. b. Possession of a BB gun or pellet gun, recommend for expulsion.</td>
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<td>b) 3rd-5th grade: Principal will take the item from the student, call parent/guardian and the student may be suspended for up to three days.</td>
<td>2. 2nd Offense: Principal shall take the item from the student and the student shall be suspended for three days.</td>
<td>c. Possession of a weapon coupled with a student’s intent to use, threat to use, attempt to use, or actual use of the weapon to cause harm to another, recommend for expulsion.</td>
<td>d. Possession or use of a firearm, recommend for expulsion.</td>
</tr>
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<td>2. 2nd Offense: Principal shall take the item from the student and the student shall be suspended for three days.</td>
<td>3. 3rd &amp; Subsequent Offenses: Principal shall take the item from the student and the student shall be suspended for at least three to five days, and may be recommended for expulsion. If there is a recommendation for expulsion, the student shall be suspended for at least five days.</td>
<td>e. Possession of a weapon by a student who knowingly transfers or intentionally provides access to the weapon to another person (other than giving the weapon to an adult for safety); recommend for expulsion.</td>
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<tr>
<td>412. –Elementary Student possesses a knife, or other cutting instrument, or a weapon, other than a firearm, and intends to cause harm to another, threatens to cause harm to another, or attempts to cause harm to another with the knife, or other cutting instrument, or weapon, other than a firearm:</td>
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<td>a) Pre-school-2nd Grade: Principal will take the knife or other cutting instrument, weapon, other than a firearm, call the parent/guardian. The student shall be suspended for up to three days, after consultation with the Assistant Superintendent for</td>
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<td>b) 3rd-5th grade: Principal will take the item from the student, call parent/guardian and the student may be suspended for up to three days.</td>
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**Weapons (cont.)**

Elementary Schools.

b) 3rd-5th Grade: Principal will take the knife or other cutting instrument, weapon, other than a firearm, and call the parent/guardian; and the student shall be suspended for three days.

2. 2nd and Subsequent Offenses: Regardless of the grade level, the student shall be suspended for five days and may be recommended for expulsion.

413. **Elementary**

Student at any elementary grade level possesses a firearm, the student shall be suspended for an initial period of five days and shall be recommended for expulsion, regardless of whether there was a threat to use, attempt to use, or actual use of the firearm.

414. **Elementary**

Student possesses a knife or other cutting instrument, a weapon, other than a firearm, and actually causes harm to another with the knife, or other cutting instrument, weapon, other than a firearm.

1. 1st Offense: a) Pre-school-2nd Grade: Principal will take the item and consult with the Assistant Superintendent for Elementary Schools;
<table>
<thead>
<tr>
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**Weapons (cont.)**

- and the student shall be suspended for up to five days and may be recommended for expulsion. If there is a recommendation for expulsion, the student shall be suspended for an initial period of five days.
  - b) 3rd-5th Grade: Principal will take the item and consult with the Assistant Superintendent for Elementary Schools; and the student shall be suspended for five days and may be recommended for expulsion.

2. 2nd & Subsequent Offenses:

- a) Pre-school-2nd Grade: Principal will take the item and consult with the Assistant Superintendent for Elementary Schools; and the student shall be suspended for five days and may be recommended for expulsion.
  - b) 3rd-5th Grade: Principal will take the item and consult with the Assistant Superintendent for Elementary Schools; and the student shall be suspended for an initial period of five days and shall be recommended for expulsion.

**Fires/Explosives/Flammables**

- 304 Arson – Setting fire, or attempting to set fire.
- 306 Possession of fireworks, a smoke bomb, or any
- 405 – Secondary Possession of munitions, tear gas, pepper gas, a bomb or other explosive device not covered elsewhere in the Suspension Codes; attempting to,
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**Fires/Explosives/Flammables (cont.)**

Inherently dangerous substance/object, or any illegal device, illegal product or illegal material that is not specifically covered elsewhere within the Student Conduct and Discipline Plan.

441. **Elementary Possession of ammunition (i.e., bullet or shell), fireworks, tear gas, pepper spray, MACE, stink bombs, or other similar potentially harmful or educationally disruptive items; or making a bomb threat and there is no attempt nor actual discharge, activation, or use of the item.**

- This section also applies to the threat to activate or detonate the covered items.
- (a) Pre-school – 2nd Grade: The Principal may suspend for up to five days and may recommend for expulsion, in which case the student shall be suspended for five days.
- (b) 3rd – 5th Grade: For the first violation the Principal must suspend for up to three days and may recommend for expulsion. For the second and subsequent violations, the Principal shall suspend for up to five days and may recommend for expulsion. If the student is recommended for expulsion, the student

- or actually detonating any explosive device (including fireworks or smoke bombs); making a bomb threat, or threatening to set off any explosive device, while in actual possession of a bomb, or any explosive device; or making a bomb threat or similar threat regarding an explosive device which causes significant safety risk or loss of instructional time even if student is not in possession of such device.
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**Fires/Explosives/Flammables (cont.)**

- Repeated/Multiple Violation of Rules

**442.-Elementary**
Possession of ammunition (i.e., bullet or shell), fireworks, tear gas, pepper spray, MACE, stink bombs, smoke bombs, or other similar potentially harmful or educationally disruptive items, coupled with an attempt to discharge or actual activation or detonation of such item; making a bomb threat, or threatening to set off any explosive device, while in actually possession of a bomb, or any explosive device which causes a significant safety risk or loss of instructional time even if the student is not in possession of such device.

(a) Pre-school – 2nd Grade: The Principal shall suspend for up to five days and may recommend for expulsion.

(b) 3rd – 5th Grade: The Principal shall suspend for five days and may recommend for expulsion.

**24 Repeated/Multiple Violation of Rules**

**312**
Repeated refusal or neglect to obey school rules (i.e., more than one violation of any single rule or combination of rules set forth in categories I, II, III, or IV of this Plan.)
### IV. Behavior Consequences Chart

**Instruction, Intervention, Consequence and Restoration**

With Principal/Designee leadership, the student's educational team uses this intervention menu to select, develop, implement and document the appropriate educational response to the behavior of concern. More than one activity can and in many cases should be selected. Please note: Behavioral responses in the area of “Consequences/Removal” may not exceed the level of the behavior of concern.

<table>
<thead>
<tr>
<th>Level I Behavior:</th>
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<th>Level III Behavior:</th>
<th>Level IV Behavior:</th>
</tr>
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<tbody>
<tr>
<td>Usually handled by staff member directly involved; Suspension is typically not an appropriate intervention for a single incident although there may be exceptions.</td>
<td>Handled by Principal, Assistant Principal or Designee; Office referral required; Must be recorded in Infinite Campus; May result in suspension up to 3 days</td>
<td>Handled by Principal, Assistant Principal or Designee; Office Referral required; Must be recorded in Infinite Campus; May result in suspension up to 5 days; May result in recommendation for expulsion</td>
<td>Handled by Principal, Assistant Principal or Designee; Office Referral required; Must be recorded in Infinite Campus; Mandatory out-of-school suspension for 5 days; Mandatory recommendation for expulsion</td>
</tr>
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</table>

**Instruction:**
- Re-teach the behavioral expectations
- Discuss incident with student/Provide warning
- Teach a replacement behavior and/or coping strategy
- Create a behavior contract that includes expected student behaviors, as well as consequences for infractions and support for demonstrating expected behaviors
- Provide a reflective activity
- Assign special work assignment
- Social emotional learning activities in the classroom

**Intervention:**
- Conduct a phone conference with parent/guardian
- Engage in collaborative problem-solving
- Participate in a counseling session related to violation

**Consequence/Removal:**
- Temporary removal from class or activity (Buddy Room, recess alternative, alternate passing time schedule)
- Detention
- Temporary Reassignment from class where problem occurred

**Restoration:**
- Community service task within school
- Apology or making amends to those harmed
- Actions to repair harm, Develop and Implement Fix-It Plan
- Mediation
- Restorative circle/conference
- Restorative Youth Court
- Restitution
- Engage in Restorative Re-engagement Conference following the removal, if removal from learning activity or environment is determined to be the appropriate consequence.

**Consequence/Removal:**
- Any consequence/removal activity listed under Level I
- Enroll in social emotional learning skills group

**Intervention:**
- Any intervention listed under Level I
- Create a home/school communication system
- Require daily or weekly check-in with student services staff or administrator for a defined period of time
- Referral to Student Support and Intervention Team for Behavioral Analysis
- Refer to student services staff for counseling, etc.
- Refer for substance abuse assessment
- Referral to Positive Behavior Support Team or other district-wide support
- Conduct Violence Risk Assessment

**Consequence/Removal:**
- Any consequence/removal activity listed under Level I
- In-school suspension up to 1 day
- Out-of-school suspension up to 3 days

**Restoration:**
- Any restorative activity listed under Level I
- Identify a mentor in the building and establish a plan for positive engagement in school
- Engage in Restorative Re-engagement Conference following the removal, if removal from learning activity or environment is determined to be the appropriate consequence.

**Instruction:**
- Any instruction activity listed under Levels I and II

**Intervention:**
- Any intervention activity listed under Levels I and II
- Create Expulsion Prevention Plan
- Functional Behavior Assessment and Behavior Intervention Plan

**Consequence/Removal:**
- Any consequence/removal activity listed under Levels I and II
- Out-of-school suspension up to 5 days
- Modified School Day
- Suspension with Recommendation for Expulsion if Aggravating Factor Applies

**Restoration:**
- Any restorative activity listed under Levels I and II
- Engage in Restorative Re-engagement Conference following the removal, if removal from learning activity or environment is determined to be the appropriate consequence.

**Instruction:**
- Any instruction activity listed under Levels I and II

**Intervention:**
- Any intervention activity listed under Levels I and II
- Create Expulsion Prevention Plan
- Functional Behavior Assessment and Behavior Intervention Plan

**Consequence/Removal:**
- Any consequence/removal activity listed under Levels I and II
- Out-of-school suspension up to 5 days
- Modified School Day
- Suspension with Recommendation for Expulsion if Aggravating Factor Applies

**Restoration:**
- Any restorative activity listed under Levels I and II
- Engage in Restorative Re-engagement Conference following the removal, if removal from learning activity or environment is determined to be the appropriate consequence.

**Instruction:**
- Any instruction activity listed under Levels I and II

**Intervention:**
- Any intervention activity listed under Levels I and II
- Create Expulsion Prevention Plan
- Functional Behavior Assessment and Behavior Intervention Plan

**Consequence/Removal:**
- Any consequence/removal activity listed under Levels I and II
- Out-of-school suspension up to 5 days
- Modified School Day
- Suspension with Recommendation for Expulsion if Aggravating Factor Applies

**Restoration:**
- Any restorative activity listed under Levels I and II
- Engage in Restorative Re-engagement Conference following the removal, if removal from learning activity or environment is determined to be the appropriate consequence.
Aggravating Factors

In all instances of pupil misconduct involving Levels III (300) and IV (400), all Middle and High School Principals are to utilize the following “aggravating factor analysis”. The focus of the analysis is to determine if any of the “aggravating factors” were present in the misconduct.

For misconduct at Level III (300) the Principal (or Assistant Principal) may not recommend the student for expulsion without the presence of one or more of the “aggravating factors”.

Student misconduct at Level IV (400) involves a mandatory recommendation for expulsion, with the exception of 401.a.i. The information generated by the “aggravating factor analysis” will also be utilized by the Superintendent in arriving at his recommendation for the length of expulsion and early readmission date.

The “aggravating factors” are as follows:

1. **Bodily Injury**: The issue is whether significant bodily injury was sustained by anyone as a consequence of the student misconduct. By “significant” we mean bodily injury that:

   (1) a school official has determined requires a referral for medical care that is beyond the care that is normally provided by staff at a school health office,

   OR

   (2) the injured person subsequently secures treatment from a health care provider, typically within Forty-eight (48) hours of the incident, for a serious bodily injury that resulted from the student misconduct. “Serious injuries include, but are not limited to: a fracture, dislocation, traumatic brain injury, internal organ damage, spinal injury, and dental injury. Examples of non-serious bodily injuries, subsequently treated, include but are not limited to: sprains or strains, bruises, minor cuts.”

2. **Property Damage Or Loss**: The issue is whether significant damage to or loss of property occurred. By “significant” we mean the damage to or loss of property had a value in excess of $1,000.00 (where property damage is at issue, the damage may be measured at the lesser of repair or replacement cost).

3. **Loss Of Instructional Time**: The issue is whether students experienced a significant loss of instructional time. By “significant” we mean that the aggregate amount of loss of instructional time for all students affected equals or exceeds 50 hours (i.e., a school with 200 students enrolled experiences a bomb threat and the building is evacuated and all 200 students are outside of the school and no instruction occurs for a total of 15 minutes for each student - the aggregate amount of loss instructional time is 50 hours).

4. **Misconduct that Substantially Endangers the Health, Safety or Property of a School, the School District or Any Person, Where Not Covered by Factors One Through Three Above**: When none of the three factors listed above applies directly, the school will still consider whether the pupil’s behavior was so serious as to require a recommendation for expulsion. The Principal, Assistant Principal, or designee will carefully examine the student’s behavior to determine the overall degree of the danger to health, safety or property. Any recommendation for expulsion that is generated at the school level that includes this aggravating factor (whether in connection with a 300-level or 400-level
offense) shall be accompanied by a written assessment of the seriousness of the behavior that is based on the results of the school’s investigation.

Factors that may be considered when making recommendations for expulsion under this aggravating factor include, but are not necessarily limited to, the following:

- The degree to which the behavior is directly analogous to acts specified in the Level 400 rules (in terms of the specific nature of the conduct and/or the degree of seriousness of the threat to health, safety or property).
- The degree to which the behavior/incident being assessed as grounds for possible expulsion reflected an attempt by the student to engage in behavior or cause consequences that could have been much more severe had the attempt been successful.
- The degree to which there is clear evidence that the behavior was premeditated/planned.
- The degree to which intentional acts of violence were involved.
- The degree to which the behavior demonstrated intent to substantially endanger the health and safety of any person.
- The degree to which there is clear evidence that the conduct of the particular student directly instigated or incited a further incident that also substantially endangered health, safety or property, or otherwise created a substantial and unreasonable risk for escalation of consequences beyond those that actually occurred.
- The degree to which only the intervention of others prevented a significant escalation of the threat to health, safety or property.
- The degree to which the student was presented with an opportunity to avoid escalation of the incident, and the student failed to take advantage of that opportunity.
- The degree to which the pupil’s ongoing presence in the school environment, due to the behavior being assessed as the grounds for possible expulsion, is unacceptably disruptive to the education of others or represents an ongoing and unacceptable threat to health, safety or property.

None of the individual factors listed above is necessarily determinative of the decision as to whether a student will or will not be recommended for expulsion. In assessing the above factors, where relevant, the decision-maker, including all persons reviewing such recommendations, should also consider how similar behavioral incidents involving other similarly-situated students have been treated in terms of recommended discipline. The decision-maker should NOT consider prior, unrelated incidents that appear in the student’s behavioral record (accumulated incidents are reviewed under Rule 312), a student’s grades, or a student’s attendance when determining whether the current behavioral incident constitutes grounds for possible expulsion.

If the Level III (300) misconduct of the pupil includes facts that reveal the presence of one or more of the “aggravating factors” in the misconduct, the Principal shall recommend the pupil for
expulsion based upon the misconduct. Conversely, if the Level III (300) misconduct does not involve any “aggravating factor” in the misconduct, the Principal may not recommend the pupil for expulsion based upon the misconduct.

With Level IV (400) misconduct Principals shall also analyze the facts of the misconduct and determine if any of the “aggravating factors” were present. If so, the Principal shall include that information on the Recommendation For Expulsion form and in the Memorandum In Support Of The Recommendation For Expulsion.

The foregoing applies to all Level III (300) misconduct violations with the exception of Rule 312 – Repeat Refusal or Neglect To Obey School Rules.

**Violations of 312 will be treated as follows:** Principals (or an appropriate designee) are required to forward relevant portions of a student’s record to the Expulsion Coordinator with a recommendation for review for possible expulsion any time a student accumulates, in separate incidents, three or more Level III (300) and/or Level IV (400) violations during any school year.

BOE Revised: 3/26/2012
Student Teachers

The Madison Metropolitan School District welcomes student teachers from area colleges and universities. Helping to train future teachers is part of the District’s responsibility to the educational community. Teachers and other staff members work closely with student teachers in order to provide appropriate supervision and to ensure that the best instructional procedures and practices are maintained. Student teachers, in return, bring new ideas, enthusiasm and vitality to our schools.
Talented and Gifted Department (TAG)

The mission of MMSD is to cultivate the potential in every student to thrive as a global citizen by inspiring a love of learning and civic engagement, by challenging and supporting every student to achieve academic excellence, and by embracing the full richness and diversity of our community.

Based on this mission, the goals of the Talented and Gifted (TAG) Department are: (1) to ensure that all students with potential to be advanced in their learning are appropriately challenged throughout their school careers in MMSD, including students who come from difficult life circumstances; (2) to provide a systematic and continuous process to refer and identify students for advanced interventions based on students’ learning profiles, current readiness/mastery and interests; (3) to monitor and document student progress as a result of such interventions; and (4) to support schools and teachers with professional development and services so that the educational and social-emotional needs of such students can be met on a continuous basis.

As directed by the State of Wisconsin, TAG interventions and services are provided to students who demonstrate high potential in the following areas: General Intellectual, Specific Academic, Creativity, Leadership, and Visual and Performing Arts. In line with the District’s adoption of the Response to Instruction (RTI) model, based on evidence, TAG support is provided at three different levels: Tier I services generally support teachers in regards to differentiation in the general education classroom, Tier II interventions and services are provided to teachers and/or directly to students who need more strategic interventions to help them be appropriately challenged, and Tier III interventions are provided for students who are significantly advanced outliers compared to their peers. Depending on the type of Tier II interventions, they may or may not require an SSIT meeting or parent signature for participation; parents should, however, be informed of or involved with placement in interventions that provide advanced instruction on a regular basis. Tier III interventions are determined during an SSIT meeting with the support of TAG staff; students at this level of intervention require a Differentiated Education Plan (DEP) that includes the endorsement of the parents, principal, and student.

Delivery and continuation of TAG interventions is determined through assessment of individual student mastery levels; identification of strengths and needs; progress monitoring; and ongoing evaluation. Students may need interventions at some times but not others, depending on their mastery levels demonstrated on various kinds of assessments. Although interventions may vary somewhat from school to school, appropriately challenging interventions are provided in all five domains to all K-12 students who need them. Students may be referred for consideration of interventions by parents, teachers and school site personnel, TAG personnel who offer support and services at the schools, community members and/or the TAG Office.

The TAG Department provides professional development for teachers and other school personnel regarding talent development, the nature and needs of talented/gifted individuals, differentiated instruction, etc. TAG interfaces with Student Services, Educational Services, and Curriculum and Assessment to provide comprehensive and coordinated services to students. TAG also provides opportunities for parent input and education regarding gifted and talented students.

For further information, please contact the TAG Department Office at 608-663-5201 or the TAG website: https://tagweb.madison.k12.wi.us/

(Revised August 2012)
Telephone Usage

Students are permitted to use the telephone in the school office ONLY for school-related needs. In case of an emergency, a staff member will call a parent/legal guardian.

Because MMSD’s elementary schools do not have public telephones, parents/legal guardians are urged to help their children make arrangements in advance for after-school activities. Emergency or last-minute messages to students should be called in to the school office at least one half hour before school is dismissed.

Teachers will not be called to the phone during class time unless an emergency exists. They can be contacted during the day by leaving your number during the half hour after school is dismissed, or using their voice mail, which is part of the new telephone system.

Tutor and Mentor Programs

The Madison School District works together with local volunteer centers and community groups to provide tutor and mentor programs for students in all grade levels who could benefit from assistance in coursework and/or from additional time with a supportive adult. Volunteers are recruited throughout the year, and training sessions are offered regularly by MMSD staff and other area experts. All school volunteers must successfully pass the District’s criminal background check (“Disclosure Statement”). These are conducted through the MMSD Human Resources office, and forms are available online at the MMSD website.

Tutor and mentor options and resources vary depending on the individual school, and services may be offered both during the school day and after school. In some cases, the district provides after-school programs in neighborhood centers as well. Students or families who would like information should talk to a classroom teacher or other school staff member, who will coordinate services with the local school volunteer coordinator.